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ABSTRACT

As part of the Asian American Bilingual Center (AABC) Pilipino Language Arts Program, a curriculum suitable for students in kindergarten is presented. The program is geared both to the immigrant Filipino child and to the American-born Filipino child who learned to speak Pilipino at home, and includes kits that emphasize the AABC's major concepts: identity, needs, and interaction. The "Needs Kit" includes: (1) a teacher's handbook that includes a math handbook, reading/language arts handbook, lessons, games, worksheets, and resource materials; (2) a student workbook; and (3) a teacher's answer key. Four themes are stressed in this bilingual program: child, family, community, and natural environment. The emphasis in kindergarten is on self- discovery. Each theme reappears and expands through the curriculum from one level to the next in increasing complexity. (LB)

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Sining ng Wika Pangkindergarten

Hanbuk ng Guro

Kindergarten Language Arts/Teacher's Handbook

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ASIAN AMERICAN BILINGUAL CENTER

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Kindergarten Language Arts Teacher's Handbook

Needs

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INTRODUCTION

The Asian American Bilingual Center curriculum attempts to foster the total growth of the child. This goal is based on the belief that the child's cognitive development is inseparable from the child's social, affective, and psychomotor development.

In order to facilitate the child's total growth, the Center has selected an interdisciplinary approach to curriculum development. Thus the Center curriculum is integrated rather than segmented into traditional subject areas. Social studies has been selected as the core of the Center curriculum design. Social studies themes and concepts provide the framework within which all the subject areas - math, reading/language arts, fine arts, and science - are organized.

The four social studies themes are: CHILD, FAMILY, COMMUNITY, and NATURAL ENVIRONMENT. These themes spiral, that is, reappear and expand, through the curriculum from one grade level to the next. In addition, in each grade, one or more aspects of a theme receive greater focus than the others as the child gradually moves from simple to complex ideas and from understanding of self to the understanding of people in other communities.

GRADE	CHILD	FAMILY	COMMUNITY	NATURAL ENVIRONMENT
KINDERGARTEN	*SELF-DISCOVERY	THE CHILD'S FAMILY	CLASSROOM	ECOLOGY
FIRST	SELF-AWARENESS	*OTHER FAMILIES	*SCHOOL	ECOLOGY
SECOND	SELF-WORTH	*WORK AND THE FAMILY	*NEIGHBORHOOD	ECOLOGY
THIRD	SELF-DETERMINATION	*HISTORY AND THE FAMILY	*ETHNIC COMMUNITY	*ECOLOGY

(*the emphasis within each grade)

Interfaced with the four themes are the concepts: IDENTITY, NEEDS, AND INTERACTION.

IDENTITY

A strong and positive self-concept is a vital and necessary part of every child's life. It is integral to the development and growth of the child's intellectual, emotional, social, and physical capabilities. It stems from the child's confident recognition of his uniqueness as an individual, as a person of ethnic culture and history, and of his family and community membership. It results in the development of a self-determining child, one who is increasingly able to make decisions, solve problems, and make an impact on others and on the environment in a creative, responsible, and concerned manner.

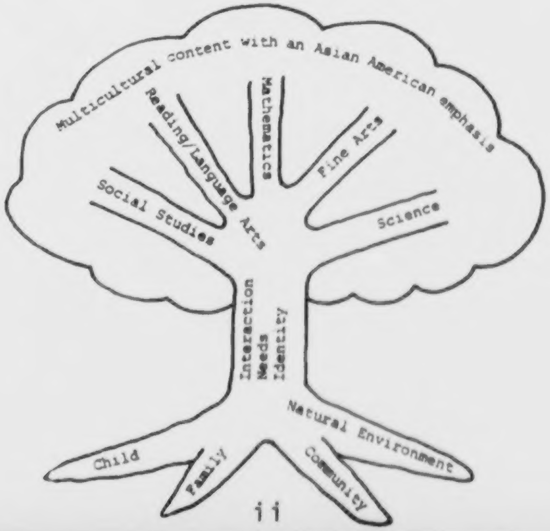
NEEDS

A self-managing child clearly perceives and analyzes his physical, social, and economic wants and needs. He explores and becomes skilled in the use of his human and environmental resources with which to fulfill these needs. The child is knowledgeable about how people and other living things must work together to fulfill the needs of each other and operates competently in that cooperative effort.

INTERACTION

In order to function effectively with people and within the environment, the child recognizes the necessity and value of interdependence. The child is aware of and respects the values, feelings, and rights of others. He understands the impact made upon him by others and factors in the environment and in turn is able to make an impact on them. The child is perceptive and analytical in his interactions. He deals with problems, conflicts, and changes with reason and initiative. Skilled in verbal and non-verbal communication, the child understands cause and effect and functions in and appreciates cooperative efforts and collective decision-making. The child's actions and interactions reflect his concept of himself as an individual and as a member of the community. They express his culture and history. Thus, it can be seen that IDENTITY, NEEDS, and INTERACTION are closely interwoven.

The content of the curriculum within the guidelines established above is multicultural with an Asian American emphasis. In establishing the expected student outcomes of each unit, particular attention has been given to the inclusion of the skills of clarifying and analyzing values, feelings, and attitudes.


Multicultural content with an Asian American emphasis
Reading/Language Arts
Mathematics
Fine Arts
Social Studies
Science
Interaction
Needs
Identity
Natural Environment
Child
Family
Community

The Center's curriculum is packaged into three kits per grade level. Each kit carries the name of one of the Center's major concepts: Identity Kit, Needs Kit, and Interaction Kit. Each kit contains:

1. a teacher's guide
2. a teacher's resource book
3. a teacher's math handbook
4. a teacher's reading/language arts handbook
5. student math workbooks
6. student reading/language arts workbooks
7. charts
8. storybooks
9. a volume of basal readers (beginning in first grade)

Each guide and handbook provides the teacher with sequential conceptual statements, objectives, and activities. Instructional materials such as learning centers, games, teaching pictures, and worksheets are packaged in the teacher's resource book. All the materials in a kit are cross-referenced and/or coded for easy use.

PASIMULA

Ang kurikulum ng Dalwikang Sentro ng Asyanong Amerikano ay nagsisikap na pagyamanin ang pagsulong ng bata. Ang layuning ito ay nababatay sa paniniwala na ang kognitibong kalinangan ng bata ay hindi maihihiwalay sa kalinangang sosyal, apektibo at sikomotor ng bata.

Upang mapadali ang pagsulong ng bata, ng Sentro ay pumili ng isang paglapit na interdisiplinaryo sa paglinang ng kurikulum. Kaya ang kurikulum ng Sentro ay isinama sa halip na binahagi sa tradisyonal na paksang larangan.

Ang araling panlipunan ay napili upang maging buod ng kurikulum ng Sentro. Ang paksa at kaisipan ng araling panlipunan ang naging balangkas upang ang lahat ng larangan ng kapaksaan--matematika, sining ng wika/pagbasa, sining at agham--ay maitatag.

Ang apat na paksa ng araling panlipunan ay: BATA, PAMILYA, PAMAYANAN at LIKAS NA KAPALIGIRAN. Ang maga paksandiwa ay lumilikaw, ang ibig sabihin, ay lumilitaw muli at lumalawak, sa kabuuan ng kurikulum mula sa isang antas hanggang sa susunod. Karagdagan nito, sa bawat baitang, isa o dalawang panig ng paksa ang tumanggap ng mas malaking pokus kaysa sa iba habang ang bata ay unti-unting lumilipat mula sa isang simple hanggang sa masalimuot na kaisipan at mula sa pag-unawa sa sarili hanggang sa pag-unawa sa mga tao sa pamayanan.

BAITANG	BATA	PAMILYA	PAMAYANAN	LIKAS NA KAPALIGIRAN
	*PAGKATUKLAS SA SARILI	ANG PAMILYA NG BATA	SILID-ARALAN	PALAMUHAYAN
UNA	PAGKABATID SA SARILI	*IBANG PAMILYA	*PAARALAN	PALAMUHAYAN
IKALAWA	PAGPAPAHALAGA SA SARILI	*GAWAIN AT PAMILA	*KAPITBAHAYAN	PALAMUHAYAN
IKATLO	PANSARILING PAGPUPUNYAGI	*KASAYSAYAN AT PAMILYA	*LAHIING PAMAYANAN	*PALAMUHAYAN

(*ang diin sa bawat klase)

Nakasama sa apat na paksandiwa ang mga kaisipang: PAGKAKAKILANLAN, PANGANGAILANGAN at PAKIKISALAMUHA.

18 19

PAGKAKAKILANLAN

Ang isang matatag at tiyak na pagtingin sa sarili ay kailangang-kailangan at mahalagang bahagi sa buhay ng bawat bata. Ito ay mahalaga sa paglinang at pagsulong ng pang-isipan, pandamdamin, panlipunan at pangkatawang kakayahan ng bata. Ito ay nagmumula sa tiyak na pagkakilala ng bata sa kanyang pagiging bukod-tanging indibiduwal, isang nilikha na may lahiing kultura at kasaysayan, at sa pagkakaanib niya sa pamilya at pamayanan. Ito ay nagbubunga sa paglinang ng isang batang may sariling pagpupunyagi, may kakayahang gumawa ng mga kapasiyahan, lumutas ng mga problema at gumawa ng isang mariing impresiyon sa iba at sa kanyang kapaligiran sa isang malikhain, responsable at mabahalang gawi.

PANGANGAILANGAN

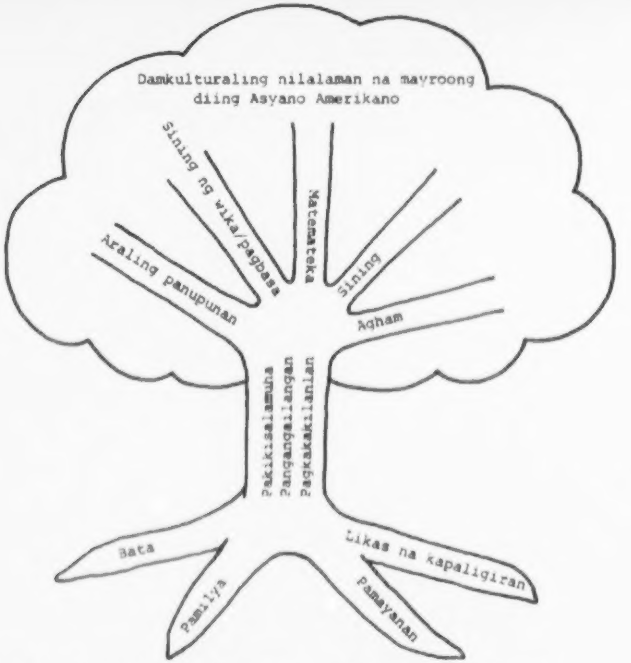
Ang isang batang may sariling-pangangasiwa ay maliwanang na napaghuhulo at nasusuri ang kanyang pangkatawan, panlipunan at pang-ekonomikong pangangailangan at kagustuhan. Sinasaliksik niya at nasasanay siya sa paggamit ng kanyang pantao at pampaligirang yaman upang matupad ang lahat ng pangangailangang ito. Nauunawaan ng bata kung paano ang mga tao at lahat ng mga may buhay na nangakapaligid sa kanya ay nagtulong-tulong upang matupad ang mga pangangailangan ng bawat isa at gumawa nang mahusay sa ikabubuti ng pagtutulungang ito.

PAKIKISALAMUHA

Upang mabisang makapanungkulan sa mga tao at sa kapaligiran, nakikilala ng bata ang kanyang pangangailangan at kahalagahan ng pagtutulungan. Batid ng bata at iginagalang ang kahalagahan, damamin at karapatan ng kapwa. Nauunawaan niya ang lakas na nagagawa sa kanila. Hinaharap niya ang mga problema, salungatan at pagbabago sa katwiran at kakusaan. Sanay sa bigkasin at di-bigkasing komunikasyon, nauunawaan niya ang dahilan at epekto at bisa at pinahahalagahan ang mapunyaging pagtutulungan at sama-samang pagpapasiya. Ang mga kilos at pakikisalamuha ng bata ay nag-lalarawan ng kanyang pagtingin sa sarili na isang indibiduwal at isang kasapi ng pamayanan. Ipinahahayag nila ang kanyang kultura at kasaysayan. Kaya, makikita na ang PAGKAKAKILANLAN, PANGANGAILANGAN at PAKIKISALMUHA ay magkakaugnay na mabuti.

Ang nilalaman ng kurikulum sa loob ng mga takdang guhit na itinatag sa itaas ay Asyano Amerikano na mayroong damkulturaling diin.

Upang maitatag ang inaasahang bunga sa bawat isahin, isang partikular na atensiyon ang ibinigay sa paglalakip ng mga kasanayan sa paglilinaw at pagsusuri ng mga kahalgahan, damdamin at saloobin.


Damkulturaling nilalaman na mayroong diing Asyano Amerikano
Sining ng wika/pagbasa
Matemateka
Sining
Araling panupunan
Agham
Pakikisalamuha
Pangangailangan
Pagkakakilanlan
Bata
Pamilya
Likas na kapaligiran
Pamayanan

Ang kurikulum ng Sentro ay nakapakete sa tatlong kit bawat baitang. Bawat kit ay nagdadala sa isa sa mga kalakhang kaispan ng Sentro: kit ng pangangailangan, kit ng pagkakakilanlan, at kit ng pakikisalamuha. Bawat kit ay naglalaman ng:

1. patnubay ng guro
2. hanguang aklat ng guro
3. hanbuk sa matematika ng guro
4. hanbuk sa sining ng wika/pagbasa
5. gawaing aklat sa matematika
6. gawaing aklat sa sining ng wika/pagbasa
7. tsart
8. aklat ng kuwento
9. isang sipi ng mga panimulang aklat

Bawat patnubay at hanbuk ay naghahanda para sa guro ng sunod-sunod na mga pang-isipang pangungusap layunin at gawain. Ang mga pampagtuturong kagamitan tulad ng pampagkatutong sentro, laro, larawang pampagtuturo, gawaing papel ay nakapakete sa hanguang aklat ng guro. Lahat ng mga kagamitan sa kit ay may bagtas-sangguni at/o may kodigo para sa madaling paggamit.

THE PILIPINO READING-LANGUAGE ARTS PROGRAM

AN OVERVIEW

Bilingual education is predicated on the belief that language minority students have a right to equal and quality education, and that the best means of achieving this is to employ the native language of the limited English-speaking child as a basis for learning in school.

Teaching the child his native language is an important aspect of bilingual education. Contact with his native culture, which a knowledge of the language makes possible, will instill in the child a sense of cultural pride, and the resulting positive self-concept will make him a better learner at school.

Upon such a premise, the Asian-American Bilingual Center has developed the Kindergarten Pilipino Reading-Language Arts Program. It is an instructional program geared to both immigrant Filipino children and Filipino children born in the United States who have learned to speak their native language at home. It aims to provide opportunities in developing skills in the Pilipino language and in maintaining a link with the native culture.

Why is there a need for such a program when there is a wealth of material available from the Philippines that would teach a child to read in the Pilipino language?

First, the Filipino-American child's situation is one that is quite different from that of his counterpart in the Philippines. While a child in the Philippines receives constant reinforcement in his own language from the environment around him, the Filipino-American would most probably receive it only at home. Elsewhere, English is the dominant language, the language he must eventually acquire in school in order to function as a member of American society.

Second, the content of materials from the Philippines is intrinsically Filipino, much of which may not be relevant or applicable to the Filipino-American child's experience.

What the Filipino-American child needs is material tailor-made for his needs. The content of this material should enable him to acquire skills in his own language while learning about his new environment, the multi-ethnic society around him, and the different situations he might find himself in.

The main thrust of this program developed by the AABC for the Filipino-American child is on the four areas of language development: listening, speaking, reading and writing. It is a highly integrated curriculum consisting of activities geared toward bringing together various aspects of the child's learning objectives.

THE CONTENT (Needs)

The content of the program is divided into two components: Oral Language Development, and Reading which is phonics-based. The first, Oral Language Development, provides situations and activities for the child that will help develop his listening and oral skills. The second, Reading, introduces the sounds of Pilipino to the child and teaches him to blend different sounds together to form words that have meaning to him. Later, he learns to read and write these words. Also built into the programs are reading-related skills such as following directions, auditory discrimination and vocabulary development. Review activities and tests are also provided.

The topics in the Oral Language Development component, as well as the listening and oral vocabulary related to those topics, are determined by the Center's Concept Organization Plan which serves as the interdisciplinary framework of the total AABC curriculum. Since listening and oral vocabulary cover a wide range of words, the Oral Language Development component follows the above mentioned curriculum framework very closely, thus integrating the language arts with the other areas of the AABC curriculum. This integration is one of the Center's primary goals.

While every attempt has been made to correlate the Oral Language Development and Reading components of the program, close integration between the latter and the Center's Concept Organization Plan is not possible in every instance. The reading vocabulary must be controlled and highly sequenced. The teacher, therefore, should not expect to find a one-to-one correspondence between Oral Language Development vocabulary and Reading vocabulary in the lessons.

The Oral Language Development component

Russel G. Stauffer, in his book, The Language-Experience Approach to the Teaching of Reading, says:

> By the time children are of school age, the overwhelming majority of them have oral-language facility sufficient to provide the foundation for reading instruction.

To tap this oral facility that children bring to school with them, the Oral Language Development component provides activities that aim to increase the child's listening and oral proficiency by building his vocabulary and giving him a chance to express his ideas and to share these ideas with others. He learns to listen for details, describes details, analyze events, interpret pictures, infer outcomes, and draw conclusions.

In this Needs handbook, the units are: Physical Needs (Food, Clothing, Shelter and Transportation), Emotional Needs, and Ecological Needs. Each week's topic is presented through a story, a poem, picture or rhymes that in turn lead to discussions. The oral vocabulary suggested on the front page introducing each day's lesson is largely determined by the topic being discussed. These words should be taught by the teacher and used during the discussion.

The vocabulary lists include words familiar to the child (such as food and clothing), words for objects he might have heard or used before (such as Filipino forms of transportation and shelter) and words that are new to him (such as the terminology for the ecology unit).

The Reading component

The main bulk of the program is centered around the development of decoding and letter-recognition skills. To teach these skills, the phonics approach has been chosen for the following reasons: 1) Pilipino is a phonetic language, i.e., there is a one-to-one relationship between phoneme and grapheme; 2) most specialists now agree that phonics should be taught fairly early in the reading program.

In developing the phonics program for beginning reading in Pilipino, we have devised a systematic, sequential and programmed approach, one that utilizes recent linguistic findings on language learning. For this approach, we have decided to apply some of the principles of the Distar Reading Program developed by Siegfried Engelmann and Elaine C. Bruner. Distar is a highly sequenced instructional program that is phonics-based and one that emphasizes decoding skills. For as Dr. Engelmann says:

> When a child can't read, it is usually because they can't take the first step. They can't crack the code. That is, they can't look at a word as a series of sounds and put the sounds together to form a word. The first two years of reading instruction are therefore the most critical, because during these years the child must be taught basic code-cracking and comprehension skills.

This is what the Reading component hopes to do: 1) to provide that "first step" in order for the child to have a firm base on which he can build more sophisticated reading skills; 2) to introduce the sounds of the Pilipino language to him; and 3) to provide him with a basic sight vocabulary.

From Distar, the following points have been adapted:

The teaching of sound names instead of letter names. This means that the child learns to recognize the letters as visual symbols of the sounds he can produce, rather than the other way around. The latter has been the traditional premise of most phonics programs ("This letter makes this sound. . ."). Nor do the letters follow the traditional alphabet sequence in Pilipino. In the Needs units, the following sounds are presented in sequence: a, e, i, o, u, m, s, n, r, k, d, t. In the interaction units, the following sounds will be presented: h, g, l, w, p, b, y, ng. By the end of the total reading program, the kindergarten child will have been exposed to all 20 sounds found in the Pilipino language and should be able to blend the different consonants with the five vowels, be familiar with simple sight words, and be able to unlock new vocabulary. Consonant clusters and words containing the glottal stop will be presented in the first grade program, as will the Pilipino alphabet sequence, the names of the letters, and capital letter forms.

Techniques of sound blending. A basic skill a child has to learn is to put sounds together to form a meaningful unit. When he decodes a word, he has to visualize the sounds as being linked together from left to right and he has to blend these sounds in the correct order. The manner in which Distar teaches this to a child has been adapted in this reading program.

Reading techniques. Toward the end of the Needs units, the child is expected to read three-word phrases or longer sentences. The techniques of teaching him to do this have also been inspired by Distar.

Acquiring decoding and word recognition skills, however, is only part of the total picture. A child has to be able to produce the sounds well, hear them, be able to discriminate one sound from the other, be able to discriminate one visual symbol from another, and, most important, be able to comprehend the words that he is decoding. All these skills are provided by the reading program.

The reading vocabulary that the child is expected to learn by the end of the Needs units are simple one- or two-syllable words. The latter, except for a few exceptions, are all *malumay*, i.e., words having penultimate syllable stress (e.g., káma). These words recur in the lessons. The names of certain characters (Nina, Rosa, Kim, Tito) come up frequently as they will reappear as the characters in the first grade readers. Two words - the markers *ang* and *ng* - are presented as sight words.

The phonics part of the program is highly sequenced. Skills are built upon other skills and there is constant review and reinforcement. Hence, technique and methodology are valuable in carrying out the program. It is important for the teacher to study the Notes to the Teacher that follow this introduction thoroughly and to review the materials frequently, for the key to the success of this program is the imaginative, innovative and interested teacher him/herself.

NOTES TO THE TEACHER

The Kindergarten Reading-Language Arts program is designed for small group instruction in maintenance bilingual programs that serve children with an adequate command of the Pilipino language. Each day's lesson, ideally, should cover a half-hour period. The program is meant to be part of a total Philipino *bilingual* curriculum in a classroom.

Instruction may be conducted only in Pilipino or in both Pilipino and English, according to the langauge proficiency of the children. In instances where the children may be more familiar with the English translation of the vocabulary, a bilingual approach may be more suitable. Because it is difficult to determine the pace at which children progress in a week, Friday activities have been kept brief to accomodate a carry over of activities from previous days.

Each day's lesson is introduced by a front page that contains all the information that a teacher has to know before teaching. The page is divided into six boxes:

Objectives

The performance objectives that correspond to the day's activities are listed in sequence.

Materials

A list of materials supplied by AABC is provided. The teacher should have these materials ready before teaching the lessons. Under the heading *Other* will be found visual aids and classroom equipment that a teacher is expected to furnish him/herself.

Vocabulary

"Vocabulary" refers to oral vocabulary words that are used in the Oral Language Development component. The teacher should teach these words if the children are not familiar with them, and encourage the use of these words in the discussion. "Chart Vocabulary" refers to the pictures of objects that are found in the vocabulary chart which introduces each sound. The names of the objects start with the sound being taught, and the child repeats, not reads, the words to practice the initial sound.

"Reading Vocabulary" refers to the words that the child will be required to read, either on the board or in a reading worksheet. As has been stated, the reading vocabulary does not always correlate with the units in the Oral Language Development component. To facilitate sequencing of the material, however, a week's lessons are grouped under a unit. The reading vocabulary should be considered independent of this unit and the topic discussed in the Oral Language Development component.

Summary of the Day's Activities

This is a list of the activities found in the day's lesson. To simplify terminology, the following format was adopted: kind of activity, colon, title of activity. Example: Story: "A Rainy Day", Phonics lesson: e; Worksheet: Circle initial sound.

Grammatical Structures

This box tells the teacher the grammatical structures or parts of speech that are in the day's lesson and how they are going to be used.

(Example: Mayroong + noun + si ______________.) This means that when using the word Mayroon in a sentence, the child is required to combine it with the name of an object and with the name of the person who owns the object. In games teaching grammar, the teacher is expected to model these structures first, or explain the rules of the game to the children to elicit the desired response.

Notes and Explanations

Certain activities require grammatical, linguistic, or additional information that would be useful to the teacher. All these are provided in this box.

THE PRESENTATION OF THE LESSONS

A week's series of lessons follows the content sequence of the program: oral language development and reading.

The first day of the week is devoted to oral language development. The topic is presented through a story, a poem, a song, pictures, or rhymes. These activities are meant to promote or improve the child's listening and comprehension skills as he is asked to listen for details, follow a story sequence, interpret events in pictures, compare and contrast objects or phenomena.

A discussion follows this listening activity in which the child is encouraged to contribute his ideas and share these ideas with the group. Together, the children learn about certain concepts, acquire new information, analyze facts and draw conclusions. In these discussions, the teacher should teach and use the vocabulary words suggested on the front page.

The rest of the week is devoted to reading and reading-related skills. Sounds previously taught are reviewed, and new sounds are presented. In this section the child also learns to blend, do visual-auditory discrimination exercises, read sight words, and learn new reading vocabulary.

THE WORKSHEETS. Each child has a workbook. There are three kinds of worksheets provided:

1. A worksheet that requires the child to perform tasks like drawing a line, drawing a circle, putting an X in the correct place, etc.

2. A writing worksheet that asks him to trace and copy letters.

3. A reading worksheet that contains words, phrases or sentences that he is supposed to read with the group, then by himself.

A Teacher's Edition of the Student Workbook is provided as a guide for the teacher and as an answer key when correcting the children's worksheets.

TEACHING THE LESSONS

The Needs reading units take the children from a basic pre-reading skill (left-to-right progression) to an advanced skill (reading words). To teach all the skills effectively, the teacher must rely on techniques which are discussed below. The explanations and directions are given to help the teacher present the lesson as systematically and as efficiently as possible.

Symbol-Action Games

By the time the children start the Needs units of the reading program on the eleventh week of school, it is assumed that they have gone through basic reading readiness, either in English or in Pilipino (see the AABC Identity units). The student is ready to tackle more elaborate activities to help him acquire additional skills. Week 11 starts this off by introducing symbol-action games.

Symbol-action games provide the children with left-to-right orientation. In playing these games, the child learns:

1) That events can be sequenced in time.

2) That the sequence can be symbolized on a left-to-right progression.

When playing these games, it is recommended that the teacher be in full view of the children. Clear directions should be given. Always praise the children after they have performed the tasks correctly.

The first symbol-action games the children play require them to watch the teacher do an action sequence (e.g., clap hands, stamp foot). The children copy the actions. Then to make sure that they are familiar with that sequence, the teacher reverses the sequence and asks the children if they noted the change. The teacher then moves on to a harder task: that of focusing the children's attention on the individual parts of the sequence, and the order in which they come.

The next set of games shows the children that actions can be symbolized. Using a picture of an action sequence, the teacher calls the children's attention to the arrow under the picture that goes from left-to-right. The children follow the direction of the arrow with their fingers.

On Week 12, Day 2, the children are presented an arrow, this time with symbols such as circles, triangles, squares, etc., and they are asked to name the symbols from left-to-right. When the arrow appears again much later in the units, it has letters above it. Now the children are asked to say the sound on the left and to say it without stopping as they follow the arrow to the sound on the right, which is then pronounced. This is the first blending task for the children.

The children learn, therefore, that sounds, like events, can be sequenced on a left-to-right progression and that they can be put together in that given sequence.

Teaching Sounds

The next skill the children learn is that of hearing and producing sounds and recognizing the visual symbols or letters that represent the sounds. As has been previously stated, letter names are not used. When the letters are presented, the teacher refers to them as sounds. When sounding out these letters, it is important that the teacher produce the sounds correctly. Refer to the following table:

Letter	Sounding it out
a	aaa
e	eee
i	iii
o	ooo
u	uuu
m	mmm
s	sss
n	nnn
r	rrr

(Note: Repeated letters here mean that you have to make one slow sound. Hold the sound for about two seconds. Do *not* produce the consonants as *ma, sa, na, ra* as they are called in the Abakada.)

Letter	Sounding it out	
k	k	(Note: These are stop sounds and cannot be held for a long time. Sound them out in isolation and do not add a vowel sound at the end.)
d	d	
t	t	

The general instructions for teaching sounds are as follows:

1. Say the sound clearly as you show the letter to the children. The auditory and visual cues should be simultaneous.

2. Have the children repeat the sound several times while pointing to the letter. (Again, do *not* call the letter by its name.)

3. Say some words that start with the sound being presented and ask the children if they can hear the sound at the beginning of the words. (The words are indicated in the lessons.)

4. Present the vocabulary chart that goes with the sound presentation. Identify the key word which is the picture at the very top. You may want to help the children's associative powers by saying something like "*m* ay sa manok." Say the names for all the pictures and have the children repeat the words. To clarify meaning, use some of the words in sentences or ask them questions about the pictures.

5. Associate the sound with whatever objects you might have around or with children's names that start with that sound.

6. Ask the children to again identify the sound of a given letter.

In all the lessons, auditory discrimination or visual-auditory discrimination exercises are given. These are self-explanatory and the teacher should be able to do them without further assistance.

Sound Sliding

Sound sliding simply refers to blending. But sound sliding also implies that the children should "slide" from one sound to the next in sequence. In the reading lessons, the one device that guides the children to do this is the arrow. As will be evident later, the arrow will play a great part in teaching and maintaining some of these skills, from the simple blending task to reading words in a story. The arrow is used in all sound sliding tasks, but gradually gets shorter as the weeks go by and finally disappears by Week 17. As it gets shorter, the letters come closer together.

Here is the general rule for sound sliding: Ask the children to go from one sound to the next *without* pausing between the sound.

Example: $\overset{m \qquad\qquad a}{\bullet\!\!\longrightarrow\!\!\longrightarrow\!\!\longrightarrow}$

Put your finger on the dot and have the children produce the sound *m*. Let them hold the sound as you move your finger across the arrow. When you get to *a*, the children produce the *a*. Do not allow them to say "mmmmmmm a" with a pause between the sounds. It should be a smooth "mmmmmmma." Always model the task for the children first.

On Week 14, Day 5, the children are given three sounds on the arrow, like $\overset{m\ a\ m}{\bullet\!\!\longrightarrow}$ Follow the same general teaching method, but this time, explain to the children that there are three sounds to put together. The correct way to slide from one sound to the next is: "mmmmmaaaaam".

Words that Begin With a Stop Sound

In the Needs units, three stop sounds are presented: k, d, and t. Stop sounds refer to utterances that are produced by stopping or restricting the flow of air in the mouth cavity. These sounds cannot be held for a long time and then blended with the vowel. Hence, the sound sliding procedures above cannot be used. Teaching blending in words that begin with stop sounds requires a different approach.

First, present the stop sound following the procedures for teaching sounds. When the children are familiar with the sound, can hear and produce it in isolation, and are familiar with the letter, present the task of blending this sound with a vowel in a rhyming series. Here are the directions:

1. Write a rhyming series like this on the board:

ma
ra
sa
ka

Note: In the first three syllables, the initial sound is a continuous one and can easily be blended with the vowel, following sound sliding procedures. The children are already familiar with these three sounds and the blending process.

2. Call the children's attention to the first three "words." Read them: "ma, ra, sa..." Then point to the last one and say: "What's this?" Since the children know the sound *k* and are able to recognize the vowel following it, they should not have any difficulty completing the rhyming series.

3. If they cannot do the task, repeat the rhyming process over and over. Review the sound *k* to check sound recognition.

4. Use the same procedure to blend the stop sound with other vowels.

5. When the skill is mastered, the children should be able to blend the stops with the vowels effortlessly.

Reading it Fast

Sound sliding is only a means to an end. When the children learn to put the sounds together, they have to realize that they can produce that series of utterances fast to form a word. "Reading it fast" is an important step in this process.

Here are the instructions for "reading it fast."

1. Write a sound sliding task on the board: $\overset{s\ \ a}{\bullet\!\!\longrightarrow}$ and ask the children to perform the task.

2. Add *m* at the end and ask them to do sound sliding. Add *a* at the end to form the word *sama* and ask them to do sound sliding again.

3. Now ask them to listen to you. Say: "I will read this word fast." Do sound sliding for them (s - a - m - a) Say: "Read it fast!" Say the word fast: *sama*. Keep repeating and modeling the task for the children until they understand what is involved. They are to slide from one sound to the next and then put them together in such a way that the word becomes meaningful. Then use the word *sama* in a sentence and tell them that this written word represents a word that is already in their vocabulary (in words like ka*sama*, *s*um*ama*, maki*sama*, etc.)

4. Go very slowly. Constant repetition and modeling are very important in teaching this task. Use several different examples for the children to do and practice.

5. Allow each child to do the task individually after they do it as a group.

Reading Words in a Story

By Week 15, Day 5, the children should be ready to read words on a worksheet. The first task presented is a three-word phrase consisting of words they are already familiar with, both orally and visually: aso sa mesa. They have learned all the sounds involved (vowels, plus *s* and *m*); they have learned to blend the sounds slowly together; and they have learned to read the words fast. Now they are ready to see them in print.

Here are the directions:

1. Call the children's attention to the fact that they are reading a story. Tell them to find the first word on the left and to put their fingers on the dot. This is to focus their attention on the sounds comprising the first word.

2. Ask the children to say the sounds together while following the arrow; a s o. Have them read the word fast.

3. Tell them to put their finger on the next dot. Repeat the directions above. Do the same with the third word. The first few attempts should be slow, unless the children are able to do it without much assistance.

4. Now ask the children if they can read the whole story without stopping. Have them point to the first word and say it fast. Do the same for the other words.

5. Ask questions about the phrase to check if they understood what they just read. This is an important part of the task.

6. All this so far has been a group activity. Now call on individual children to read the phrase to test if each child can do the task correctly.

The first few reading worksheet tasks are very simple and contain two or three words in a phrase. As the tasks become more difficult, more words are added to the stories. As they gain more confidence, the children should be able to do the tasks with less and less difficulty. When they get to that point, the teacher can omit pointing to the dot and sound sliding. In addition, do the following:

> Ask the children to look at the word and sound it out quietly with their eyes. When they are ready to read it, they raise their hands. Ask them what the word is. Do the same for the other words.

The arrows under the words in the reading worksheets remain until Week 19. It is gradually phased out starting Week 20 when the arrow is replaced by a broken line.

In some reading tasks, games are suggested to spot check comprehension and word recognition. To reinforce comprehension, the children are also asked to match words with pictures, identify the objects mentioned in the story by drawing circles around them, and supplying missing details in pictures.

Writing

The children are given their first writing worksheet after they learn the first sound *a*. To teach writing skills, the teacher should refer to any good reference book on handwriting currently being used by the school district. Good writing habits, however, must always be emphasized to the children: good letter formation, spacing, writing on the line, etc.

When doing the writing activity, follow these procedures:

1. Call the children's attention to the picture of the key word on top. It is the same picture used in the vocabulary chart. Ask them to identify the picture. Ask: "What sound does it start with?" Call their attention to the letter beside the picture.

2. Tell them that they are going to learn to write the letter. Always demonstrate on the board before letting the children perform the task.

3. Show the children how to form the letters on the board, using the arrows shown on the worksheet and calling the children's attention to them. Tell the children to start from the dot *always*.

4. On the first line, tell them to look at the example on the left. Ask them to make letters that look exactly like it, following your example on the board and taking note of the dot and the arrows.

5. On the second line, the dotted line serving as a guide is drastically shortened. The children only see enough to get them started.

6. On the third line, only the dot is provided.

7. On the bottom line, no help is provided, only an example at the left. The children should be able to write the letter on their own.

It is suggested that at some other time during the day, the children be given an opportunity to practice writing the letters some more. Writing is, of course, part of all kindergarten programs, English or Pilipino; and the more reinforcement the children receive in forming, tracing, and writing letters, the better it will be for them.

TERMINOLOGY AND PHRASES

In order to have uniformity in the instructions, directions should always be expressed consistently. Following is a set of vocabulary words and phrases which the teacher must use when teaching the different skills.

Symbol-Action Games

Listen	MAKINIG
Watch me.	MASDAN NINYO AKO.
Did I do it the right way?	TAMA BA ANG GINAWA KO?
What is the right way?	ANO ANG TAMANG PARAAN?
I did this.	GINAWA KO ITO.
What did I do next?	ANO ANG GINAWA KO PAGKATAPOS?
arrow	PALASO
Move your finger.	IGALAW ANG DALIRI.
Follow the arrow.	SUNDAN ANG PALASO.
What do you see?	ANO ANG NAKIKITA NINYO?

Teaching Sounds

sound	TUNOG
This sound is ________.	ANG TUNOG NA ITO AY ________.
What sound is this?	ANONG TUNOG ITO?
Let's say some words together.	SABAY NATING SABIHIN ANG MGA SALITANG ITO.

Teaching Sounds (Cont'd)

These words start with the same sound.	ANG MGA SALITANG ITO AY NAGSISIMULA SA MAGKATULAD NA TUNOG.
Say the sound.	BIGKASIN ANG TUNOG.

Sound Sliding

Follow the arrow.	SUNDAN ANG PALASO.
Say the first sound.	BIGKASIN ANG UNANG TUNOG.
Don't pause.	HUWAG HUMINTO.
Keep on going.	SIGE PA, ITULOY NINYO.
Say the next sound.	BIGKASIN ANG SUSUNOD NA TUNOG.

Read it Fast

Say the sound.	BIGKASIN ANG TUNOG.
Listen.	MAKINIG.
I will read this word fast.	BABASAHIN KO NANG MABILIS ANG SALITANG ITO.
Read it fast!	BASAHIN NANG MABILIS!
Watch me do it again.	MASDAN NINYO, GAGAWIN KO ULI.
Now you do it.	NGAYON, KAYO NAMAN.

Reading a story

We are going to read a story.	BABASA TAYO NG KUWENTO NGAYON.
Find the first word.	HANAPIN ANG UNANG SALITA.

Reading a Story (Cont'd)

Put your finger on the dot.	ILAGAY ANG DALIRI SA TULDOK.
dot	TULDOK
Say the sounds.	BIGKASIN ANG MGA TUNOG.
Read it fast!	BASAHIN NANG MABILIS!
Put your finger on the next dot.	ILAGAY ANG DALIRI SA SUSUNOD NA TULDOK.
Let's read the whole story without stopping.	BASAHIN NATIN ANG BUONG KUWENTO NANG WALANG HINTO.
Read the word quietly.	BASAHIN ANG SALITA NANG MATAHIMIK.
Use your eyes.	GAMITIN ANG MATA.
If you know the word, raise your hand.	KUNG ALAM NINYO ANG SALITA, ITAAS ANG KAMAY.

Writing

Writing	PAGSUSULAT
Look at the picture on top.	TINGNAN ANG LARAWAN SA ITAAS.
What is it?	ANO IYON?
What sound does it start with?	SA ANONG TUNOG IYON NAGSISIMULA?
Look at the sound beside the picture.	TINGNAN ANG TUNOG SA TABI NG LARAWAN.
We are going to write this sound.	ISUSULAT NATIN ANG TUNOG NA ITO.
Always start from the dot.	LAGING MAGSIMULA SA TULDOK.

Writing (Cont'd)

Follow the arrows.	SUNDAN ANG MGA PALASO.
Look at the sound on the left.	TINGNAN ANG TUNOG SA KALIWA.
Make one exactly like it.	GUMAWA NG ISANG KASING-TULAD NITO.

UNIT 1: PHYSICAL NEEDS

CONCEPT: Needs UNIT ONE: Physical Needs - Foods WEEK: 11 DAY: 1

OBJECTIVES:

The child will be able to:
1. Sing a song with enjoyment.
2. Learn vocabulary words for food and use them in sentences.

MATERIALS:

AABC:
1. Song, "Bilihan" (page 174)
2. Flashcards, "Food Items", (page 175-180)

VOCABULARY:

biskuwit - cookies
kape - coffee
kalabasa - squash
keso - cheese
keyk - cake
gatas - milk
hamon - ham
isda - fish
itlog - eggs
kanin - rice
labanos - radish
langgunisa - sausage
litsugas - lettuce
manok - chicken
mantekilya - butter
mansanas - apple
tsokolate - chocolate

pansit - noodles
pipino - cucumber
repolyo- cabbage
saging - banana
steyk - steak
tinapay- bread
kahel - orange
ubas - grapes

SUMMARY OF THE DAY'S ACTIVITIES:

1. Song: "Bilihan"
2. Game: "Going Shopping"

GRAMMATICAL STRUCTURES:

Magkano ang ______________?
Kailangan ko ng ______________.

Structures using the verb *bumili*

NOTES AND EXPLANATIONS:

ACTIVITY 1: Song

1. Teach the song "Bilihan" until children have mastered it.

BILIHAN

MAGKANO PO ITO, ALE?
SINGKO ANG ISA, INENG.
DAL'WA ANG BILIN SA AKIN--
TATLO ANG AKING KUKUNIN.

ITO'Y MAGKANO, MANG PEDRO.
WALONG PISO ANG 'SANG KILO.
ANG MAHAL NG TINDA NINYO.
MABUTI PA KAY MANG ISKO.

ACTIVITY 2: "Going Shopping"

1. Plan an imaginary trip to the grocery store. Prepare the children for this activity by talking about shopping:

    a. "Do you shop with your mother?
    SUMASAMA BA KAYO SA INYONG NANAY PAG SIYA AY NAMIMILI?
    b. "What stores do you go to?"
    ANONG MGA TINDAHAN ANG INYONG PINUPUNTAHAN?
    c. "What do you find in the supermarket?"
    ANU-ANO ANG INYONG NAKIKITA SA MGA TINDAHANG MALALAKI O "SUPERMARKET"?

    Say:

    "Let's go shopping for food. What would you like to buy?"
    HALINA KAYONG MAMILI NG PAGKAIN. ANO BA ANG GUSTO NINYONG BILHIN NATIN?
    Let children tell you the food items they might want to get.

2. Show pictures of food items. Ask children to identify the items and to describe them to you according to color, shape, smell and taste.

ACTIVITY 2: "Going Shopping" (Cont'd)

3. Play a game: "Going Shopping"

   a. Put the pictures of the food items on the chalk ledge. Assign a child to be the vendor. Children come up to the vendor and "buy" one item, using one or more of the following structures. The teacher may start the game as a model.

      I will buy a ____________.
      BIBILI AKO NG ____________.
      I'd like to buy a ___________.
      GUSTO KONG BUMILI NG ____________.
      Do you have a ____________?
      MAY __________BA KAYO?
      How much is the ____________?
      MAGKANO ANG ______________?
      I need a _______________.
      KAILANGAN KO NG ____________.

   b. The vendor gives the child the picture of the food item. Children take turns playing vendor. Encourage children to use the structures (and others) in their conversation.

   c. After everybody has shopped, ask the children what they bought.

      A: What did you buy?
      ANO ANG BINILI MO?

      R: I bought a ___________.
      BUMILI AKO NG _________.

CONCEPT: Needs UNIT ONE: Physical Needs - Food WEEK: 11 DAY: 2

OBJECTIVES:

The child will be able to:
1. Identify the different sources of food.
2. Participate in a discussion.

MATERIALS:

AABC: 1. Song, "Bilihan" (page 174)
2. Teaching pictures, "Sources of Food" (page 181-182)
3. Student Worksheet: "Where Do These Foods Come From? (Student Workbook, page 1)

Other: 1. Examples of the following: fish, meat, vegetables, fruit (pictures, mock-ups, plastic models or the real thing).

VOCABULARY:

baboy	- pig
baka	- cow
gulay	- vegetable
halaman	- plant
hayop	- animal
isda	- fish
manok	- chicken
prutas	- fruit
puno	- tree

SUMMARY OF THE DAY'S ACTIVITIES:

1. Discussion: Sources of food
2. Review song: "Bilihan"
3. Worksheet: "Sources of Food"

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Oral Language Development Topic:
1. Food comes from different sources.
2. Food provides nutrients to help us grow.

ACTIVITY 1: Sources of food

1. Bring to class examples of the following: fish, meat, vegetable, fruit. Display these on a table. Ask children to identify the items and to talk about them.

   Ask:
   "Have you ever wondered where they come from?"

   "NAIISIP BA NINYO MINSAN KUNG SAAN NAGMULA ANG MGA ITO?"

2. Show chart: "Sources of food". Discuss the different food sources (plants, animals, fish) and the kinds of food they provide us. Develop an appreciation for these food sources by emphasizing the fact that people are dependent on plants and animals for his/her food.
   a. Direct the discussion toward the importance of food to growing children. Ask:
      "What would happen if we don't get enough food?;
      if we don't eat the right kinds of food?"

      "ANO ANG MANGYAYARI KUNG WALA TAYONG SAPAT NA PAGKAIN?;
      KUNG HINDI NATIN KINAKAIN ANG MGA TAMANG PAGKAIN?"

   b. Let children infer that food provides nutrients to help them grow.

ACTIVITY 2: Song

Review the song "Bilihan."

ACTIVITY 3: Worksheet

1. Directions:

   Look at the pictures on the left. Where do they come from? Find the answer and put a circle around it.

CONCEPT: Needs UNIT ONE: Physical Needs - Food WEEK: 11 DAY: 3

OBJECTIVES:

The child will be able to:
1. Recall vocabulary words for food presented in earlier lesson.
2. Perform symbol-action tasks which foster left-to-right orientation.

MATERIALS:

AABC: 1. Song, "Bilihan" (page 174)

VOCABULARY:

almusal - breakfast
hapunan - dinner
meryenda - snack
tanghalian - lunch

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review song: "Bilihan"
2. Symbol-action games

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS: Activity 3 consists of symbol-action games to foster left-to-right orientation, augmenting regular readiness activities the children have at another time during the day. It is very important that directions are made very clear to the children when doing this activity.

ACTIVITY 1: Song

Sing "Bilihan."

ACTIVITY 2: Classifying food items

1. Use the pictures of food items in Day 1. Review vocabulary by asking the children to identify the items.

2. Classify the items according to meal: breakfast, lunch, snack and dinner. Ask: "Which foods do we eat for breakfast/for lunch/for snacks/for dinner?"

   ALING MGA PAGKAIN ANG KINAKAIN NATIN SA ALMUSAL/
   SA TANGHALIAN/SA MERYENDA/SA HAPUNAN?

3. Put the different items in four piles according to the way the children classified them.

ACTIVITY 3: Symbol-action games

1. GENERAL INSTRUCTIONS: Have the children sit in a circle so they can see the teacher. They are to concentrate and watch what you are doing. *Always* praise the children for doing the sequence correctly.

2. Say:
   a. "Watch me." (Do an action sequence: clap hands, stamp foot.)
      MASDAN NINYO AKO.
   b. "Watch me again." (Repeat the same sequence.)
      MASDAN NINYO AKONG MULI.
   c. "Now, let's see if you can do it the way I did it. Watch."
      NGAYON, TINGNAN KO KUNG MAGAGAWA NINYO ITO NG TULAD NG GINAWA KO.
      MASDAN NINYO.
   d. "Now you do it."
      NGAYON, KAYO NAMAN ANG GUMAWA.

   Let children perform it several times. Each child then gets a turn. Praise the children after the performance.

ACTIVITY 3: Symbol-action games (Cont'd)

3. Say:
   a. "Now watch this." (Stamp foot, clap hands.) Ask:
      NGAYON, MASDAN NINYO ITO.
   b. "Did I do it the right way?" (Children will say no.) Ask:
      TAMA BA ANG GINAWA KO?
   c. "What is the right way?" or "Show me the right way."
      PAANO ANG TAMANG PARAAN? O IPAKITA NGA NINYO SA AKIN ANG TAMANG PARAAN.

   Children perform the sequence.

4. Say:
   "Watch me." (Stamp foot, put up a hand.)

   MASDAN NINYO AKO.

   Do this sequence three or four times. Ask children to do it with you. Do the action several times with them. Then say:

   "I did this." (Stamp your foot.) "Now what do I do next?"

   ITO ANG AKING GINAWA. NGAYON, ANO ANG GINAWA KO PAGKATAPOS?

   Let children show you what came next.

   Do other action sequences following the same pattern. After the children perform a sequence with you several times, say:

   "I did this.: (Do first action) and ask, "What did I do next?"

   ITO ANG AKING GINAWA. ANO ANG GINAWA KO PAGKATAPOS?

ACTIVITY 3: Symbol-action games (Cont'd)

slap lap, clap hands
stamp foot, shake head
clap hands, put one hand on head
stamp foot, stand up

hampasin ang kandungan, ipalakpak ang kamay
ipadyak ang isang paa, igalaw ang ulo
ipalakpak ang kamay, ilagay ang isang kamay sa ulo
ipadyak ang paa, at tumayo.

Always praise the children for doing the sequence correctly.

CONCEPT: Needs UNIT ONE: Physical Needs - Food WEEK: 11 DAY: 4

OBJECTIVES:

The child will be able to:
1. Identify food items that appear in magazines.
2. Share his/her scrapbook with other children by talking about his/her pictures.

MATERIALS:

Other: 1. Old magazines, construction paper, scissors and glue.

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Seatwork: Making a scrapbook
2. Review: Symbol-action games

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Making a scrapbook

1. Pass out old issues of magazines like *House & Garden*, *House Beautiful*, *Sunset*, etc. Tell the children to cut out pictures of different food items or dishes they might want to try.

2. Help the children glue the pictures on construction paper, one picture to a page.

3. Make a title page cover for every child with his/her name on it.
   a. Suggestions:

Food	Mga Pagkain
Let Us Eat	Kumain Tayo
Food That Makes Us Healthy	Pagkaing Pampalusog

   b. When children are finished, staple the sheets together. You may also add decorative touches like yarn to make the scrapbooks more attractive.

4. Sharing time: Gather the children together to compare scrapbooks. Talk about the items they have, how they taste or smell, how it's cooked, etc.

ACTIVITY 2: Reviewing symbol-action games

Time permitting, go over some of the exercises in Activity 3, Day 3.

CONCEPT: Needs UNIT ONE: Physical Needs - Food WEEK: 11 DAY: 5

OBJECTIVES:

The child will be able to:
1. Perform symbol-action tasks to foster left-to-right orientation.
2. Listen and follow directions as he/she performs a worksheet task.

MATERIALS:

AABC:
1. Teaching picture, "Follow the Arrow", (page 183)
2. Student Worksheet, "Tracing the Arrow", (Student Workbook, page 2)
3. Student Worksheet, "Put the Food in the Refrigerator", (Student Workbook, page 3)

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Symbol-action games
2. Worksheet with teacher's directions: color and cut food items; paste.

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Emphasize listening skills and following directions for both activities.

ACTIVITY 1: Symbol-action games (approximately 15 minutes)

1. Show an action sequence: clap hands, stand up. Ask:
   a. "What did I do first?" (Wait for response) then say:
      ANO ANG UNA KONG GINAWA?
   b. "Show me." Ask:
      IPAKITA NINYO SA AKIN.
   c. "What did I do next?"
      ANO ANG SUMUNOD KONG GINAWA?

2. Show the picture that goes with this activity. Tell the children to look at the boy on the left hand side of the page (the boy is clapping his hands). Ask:
   a. "What is he doing?" (Tell them to look at the picture on the right.)
      Say: "What did he do next?"

      ANO ANG KANYANG GINAGAWA?
      ANO ANG KANYANG SUMUNOD NA GINAWA?

   b. Now call attention to the arrow under the picture.

      Say:

      "See, this arrow tells us what this boy did by following the arrow's direction." (Point to the big dot on the left.)

      MASDAN NINYO. ANG PALASO ANG NAGSASABI SA ATIN KUNG ANO ANG GINAWA NG BATANG LALAKI. SA PAMAMAGITAN NG PAGSUNOD SA TURO NG PALASO. (ituro ang malaking tuldok sa kaliwa)

      "What did he do first?" ANO ANG KANYANG UNANG GINAWA?"
      (Wait for response. Move your finger to the right, following the arrow and stop below the second picture.)

      "What did he do now?" ANO NAMAN ANG KANYANG GINAGAWA NGAYON?

ACTIVITY 1: Symbol-action games (Cont'd)

Say:
"Let's see if you can follow this arrow with your finger."

TINGNAN NATIN KUNG MASUSUNDAN NINYO ANG TURO NG PALASO SA PAMAMAGITAN NG PAGGAMIT NG INYONG DALIRI.

Call on a child to come up and put his/her finger on the big dot.

Say:
"Now move your finger and follow the arrow. (Praise the child.)

NGAYON, IGALAW ANG INYONG DALIRI AT SUNDAN ANG TURO NG PALASO.

Each child gets a turn.

Now Say:
"Let's put our fingers up in the air and follow the direction of this arrow. When I say go, move your finger to where the arrow is going. Ready, go." (Observe the children as they do the task.)

ITAAS NATIN ANG ATING MGA DALIRI, AT SUNDAN NATIN ANG TURO NG PALASO. KAPAG SINABI KONG LAKAD, UMPISAHANG IGALAW ANG INYONG DALIRI TUNGO SA TURO NG PALASO. HUMANDA NA KAYO. LAKAD.

Time permitting, repeat part No. 2 above as a review.

ACTIVITY 2: Worksheet

1. Directions:

Trace the arrow from the food source to the food with your pencil. Start from the big dot.

ACTIVITY 2: Worksheet (Cont'd)

2. Directions:

Color the pictures of the food items on the right.
Cut them and glue them "inside" the refrigerator.

CONCEPT: Needs UNIT ONE: Physical Needs - Clothing WEEK: 12 DAY: 1

OBJECTIVES:

The child will be able to:
1. Listen to a story with interest, enjoyment and understanding.
2. Expand oral vocabulary through a word game.

MATERIALS:

AABC: 1. Storybook, "A Rainy Day".

VOCABULARY:

damit	- clothes
panahon	- weather
tag-init	- dry season, summer
tag-ulan	- rainy season

SUMMARY OF THE DAY'S ACTIVITIES:

1. Story: "A Rainy Day"
2. Game: Vocabulary

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Oral Language Development Topic:
We need clothes for warmth and protection.

ACTIVITY 1: Story

1. Read the story "On A Rainy Day"

2. Ask these comprehension questions:
    a. What was the boy's name?
    ANO ANG PANGALAN NG BATANG LALAKI?
    b. Why was he alone in the house?
    BAKIT SIYA NAG-IISA SA BAHAY?
    c. What was the weather like?
    ANO ANG LAGAY NG PANAHON?
    d. What did he need to go outside?
    ANO ANG KAILANGAN NIYA PARA SIYA MAKALABAS?
    e. How many raincoats/pairs of boots/umbrellas did he see in the closet?
    ILANG KAPOTE, MGA BOTAS, AT MGA PAYONG ANG KANIYANG NAKITA SA KLOSET?
    f. What color was his umbrella?
    ANO ANG KULAY NG KANIYANG PAYONG?
    g. Whose was the red umbrella?
    KANINO ANG PULANG PAYONG?
    h. What was the weather like when he went outside?
    ANO ANG LAGAY NG PANAHON NANG SIYA AY LUMABAS?

3. Ask:
    a. If it had been sunny, would he have worn a raincoat?
    KUNG NAGKATAONG UMARAW, ISUSUOT BA NIYA ANG KANIYANG KAPOTE?
    b. What would he have worn?
    ANO KAYA ANG KANIYANG ISUSUOT KUNG NAGKATAON UMARAW?

4. Talk about summer clothes. Direct the children to conclude that different weather or climate conditions require different kinds of clothing.

5. Ask:
    a. What would happen if we came to school without a shirt?
    ANO ANG MANGYAYARI KUNG PUMAPASOK TAYO SA PAARALAN NG WALANG DAMIT?

ACTIVITY 1: Story (Cont'd)

   b. What would happen if we go out in cold weather without a coat?
      KUNG LUMALABAS TAYO SA LAMIG NG WALANG BALABAL?
   c. What would happen if we go out in the rain without shoes?
      KUNG LUMALABAS TAYO SA ULAN NG WALANG SAPATOS?

6. Discuss the importance of clothes and how clothing gives us warmth and protection.

ACTIVITY 2: Vocabulary Game

1. Ask the children who were born in the Philippines to recall the seasons there (e.g., dry, rainy). Encourage them to relate what it was like (the sound the rain made, the wind, the thunder and lightning, the games they might have played in the house during a rainy day, the sun's heat in summer, sweating, going to the beach, etc.). Ask the children who were born in the United States about the seasons over here. Make comparisons to reveal similarities and differences.

2. Say:
   "Let's play a pretend game."
   MAGKUNWA-KUNWARIAN TAYO.

   Note: Encourage children to use as many descriptive words and action words in their responses as possible.

   a. It was raining all night long. I couldn't go to sleep. I keep hearing sounds. What sounds did I hear?. . .
      UMULAN NUONG GABI. HINDI AKO MAKATULOG. NAKARINIG AKO NG MGA INGAY. ANU-ANONG INGAY ANG AKING NARINIG?

   b. In the morning, it was still raining. Mother told me to put on something before going to school. What was it? Why did she want me to wear it? . . .
      KINABUKASAN, UMUULAN PA. SINABIHAN AKO NG NANAY NA MAGSUOT NG ISANG BAGAY. ANONG BAGAY IYON? BAKIT AKO DAPAT MAGSUOT NOON?

ACTIVITY 2: Vocabulary Game (Cont'd)

c. When I went out, the street was wet. How does it look? . . .
NANG LUMABAS AKO, NAKITA KONG BASA ANG KALYE. ANO ANG NAKITA KO?

d. It is raining hard. Can I hear it? What do I need? . . .
MALAKAS ANG ULAN. NARIRINIG KO BA ANG PATAK NG ULAN? ANO ANG KAILANGAN KO?

e. Now the wind is blowing rain in my face. How does it feel? . . .
NGAYON, MAHANGIN AT PUMAPATAK ANG ULAN SA MUKHA KO. ANO ANG NARARAMDAMAN KO?

f. When I got to school, the rain stopped. The sun came out. The street was dry. Why? . . .
PAGDATING KO SA PAARALAN, HUMINTO NA ANG ULAN. LUMABAS ANG ARAW. NATUYO ANG KALYE. BAKIT?

g. I went out to the playground to play, but I had to take off my sweater. Why? . . .
LUMABAS AKO SA "PLAYGROUND" PARA MAGLARO. INALIS KO ANG SUWETER KO. BAKIT?

CONCEPT: Needs   UNIT ONE: Physical Needs - Clothing   WEEK: 12 DAY: 2

OBJECTIVES:

The child will be able to:

1. Learn the names for different articles of clothing.
2. Use names of clothing in sentences.
3. Perform symbol-action tasks which foster left-to-right orientation.

MATERIALS:

AABC:
1. Teaching pictures, "Articles of Clothing" (page 184-202)
2. Student Worksheet, "Clothing for Sunny Days and Rainy Days," (Student Workbook, page 4)
3. Student Worksheet, "Cold and Warm Weather Clothing", (Student Workbook, page 5)

VOCABULARY:

botas	- boots
kamiseta	- shirt
kapote	- raincoat
dyaket	- jacket
gora	- cap
guwantes	- gloves
medyas	- socks
pantalon	- pants
payong	- umbrella
sapatos	- shoes
sombrero	- hat
suweter	- sweater

SUMMARY OF THE DAY'S ACTIVITIES:

1. Identification and discussion: articles of clothing
2. Symbol-action game
3. Worksheet: Clothing

GRAMMATICAL STRUCTURES:

Mag + noun to make a verb.
Example: Magkapote tayo.

NOTES AND EXPLANATIONS:

ACTIVITY 1: Articles of clothing

1. Say:
   "Here are some things that we wear and use.
   Can you tell me what they are?"

   ETO ANG MGA BAGAY NA ATING ISINUSUOT AT GINAGAMIT.
   SABIHIN NINYO SA AKIN KUNG ANU-ANO ANG MGA ITO?

   Flash pictures of different articles of clothing and ask the children to identify them.

2. Display the pictures on the chalk ledge or in a chart pocket. Have the children classify the articles according to season or weather.

3. Play a game. The teacher gives a cue (a word describing the weather) then point to an article of clothing. The children give a response.

   Example: Teacher says: "It is raining." Point to the umbrella.
   UMUULAN.
   Children say: "Let's use our umbrellas."
   MAGPAYONG TAYO.

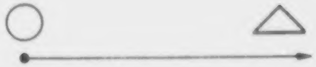
   Do this and other examples with the children until they understand the game.

4. Continue with these and other examples:

Maginaw	Suweter	Magsuweter tayo.
Nag-iisno	Botas	Magbotas tayo.
Mahangin	Dyaket	Magdyaket tayo.
Umuulan	Kapote	Magkapote tayo.

ACTIVITY 2: Symbol-action game (about 5-10 minutes)

1. Draw the following diagram



ACTIVITY 2: Symbol-action game (Cont'd)

Put your finger on the big dot.

Ask:
"What do you see?" (A circle.)
ANO ANG NAKIKITA NINYO? (Isang bilog.)

Follow the arrow with your finger.

Say:
"Then what do you see?" (A triangle.)
NGAYON, ANO ANG NAKIKITA NINYO? (Isang trianggulo.)

Continue with other examples (square-circle, boy-girl, etc.)

2. Repeat this exercise with each child. Have him/her come to the board and follow the arrow with his/her finger.

ACTIVITY 3: Worksheets

1. Directions:

Look at the pictures on the left. When do we use them? Draw a line from the picture to the weather condition.

2. Directions:

Circle the things we use in warm weather and put an X on the things we use in cold weather.

CONCEPT: Needs UNIT ONE: Physical Needs - Clothing WEEK: 12 DAY: 3

OBJECTIVES:

The child will be able to:
1. Sing a song: "Naku Naku Umuulan" to practice the *a* sound.
2. Learn the vowel sound *a*.
3. Identify the letter that represents the *a* sound.

MATERIALS:

AABC:
1. Song, "Naku, Naku Umuulan", (page 203)
2. Flashcard, "*a* Sound", (page 205)
3. Chart, "*a* Sound"
4. Student Worksheet, "*a* Vocabulary Words", (Student Workbook, page 6)

VOCABULARY:

Umuulan - it's raining

Chart Vocabulary:

abaniko	-	fan
ahas	-	snake
alakdan	-	scorpion
apoy	-	fire
araw	-	sun
asukal	-	sugar
aso	-	dog

SUMMARY OF THE DAY'S ACTIVITIES:

1. Song: "Naku Naku Umuulan"
2. Worksheet: Drawing a line to *a* words

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Song

Teach the song "Naku, Naku Umuulan."

ACTIVITY 2: Learning the sound *a* (approximately 15 minutes)

1. Say:
   "Today, we are going to learn something new. I want you to watch carefully and really listen."

   "Ngayon, mayroon tayong bagong pag-aaralan. MASDAN NINYO AKONG MABUTI AT MAKINIG.

   Show a card with *a*. Identify the sound: "This sound is *a*" ANG TUNOG NA ITO AY *a*. (*a* as in *a*so). Repeat the sound three times. Have the children repeat the sound after you. Call on individual children to say the sound.

2. Inform the children that this is a very important sound because a lot of words have this sound. Say these words: aso, ahas, apoy, araw. Ask the children if they can hear the sound *a*.

   Repeat the words to the children. Ask them again if they hear the sound *a*. Say: "Let's say some words together."
   Say: SABAY-SABAY NATING BIGKASIN ANG ILANG MGA SALITA.

   aso, ahas, apoy, asul, asukal, araw, apat, adobo

   Remind the children that all those words start with *a*.
   Hold up the flashcard with an *a* written on it.

3. Show the *a*-vocabulary chart: ahas, alakdan, apoy, araw, aso, abaniko, asukal.

   Point to the pictures and say the names with the children. To clarify meaning, use some of the words in sentences.

   Examples: Masakit ang kagat ng alakdan.
   Mahaba ang ahas.

ACTIVITY 2: Learning the sound *a* (Cont'd)

4. Ask the children if they can think of other words starting with the *a* sound.

ACTIVITY 3: Worksheet

1. Directions

Say the words. All these words start with *a*.
Draw a line from the word to the sound *a*.

CONCEPT: Needs UNIT ONE: Physical Needs - Clothing WEEK: 12 DAY: 4

OBJECTIVES:

The child will be able to:
1. Recall the vowel *a* by reviewing the sound.
2. Produce and hear the vowel sound *e*.
3. Identify the letter representing the sound *e*.

MATERIALS:

AABC:
1. Flashcards, "*a*,*e*, Sounds", (page 205)
2. Charts, "*a*,*e*, Sounds".
3. Student Worksheet, "*e* Vocabulary Words", (Student Workbook, page 7)

VOCABULARY:

Chart Vocabulary:

elepante	- elephant
empanada	- meat-filled turnover
eskoba	- brush
espada	- sword

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: *a*
2. Phonics lesson: *e*
3. Reinforcement activities
4. Worksheet: Color *e* words

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Linguistic Note: The initial *e* sound occurs, for the most part, only in borrowed words from Spanish.

ACTIVITY 1: Review *a*

1. Remind the children that they learned a new sound the day before. Ask them if they remember what it was.

2. Show the *a* card. Tell them to produce the sound. Ask them to repeat these words: aso, ahas, ako, asul, araw.

   Ask if they can hear the sound at the beginning of the word. Remind them that all of the words start with the sound *a*.

3. Show the vocabulary chart used in the previous lesson. Go over the vocabulary words with the children.

ACTIVITY 2: Learning *e*

1. Say:
   "Now we're going to learn a new sound."
   NGAYON, MAG-AARAL TAYO NG ISANG BAGONG TUNOG.

   Show *e*-vocabulary chart: elepante, empanada, eskoba, espada

   Go over the vocabulary words with the children and say the words over and over for them to be aware of the initial sound *e*.

2. Say: "All these words start with a sound. Can you hear the sound? I'll say the words again."

   LAHAT NG MGA SALITANG ITO AY NAGSISIMULA SA ISANG TUNOG.
   NARIRINIG BA NINYO ANG TUNOG? BIBIGKASIN KONG MULI ANG MGA SALITA.

   Emphasize the initial sound *e* as you say the words. Ask the children what sound they hear at the beginning of the words.

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ACTIVITY 2: Learning *e* (Cont'd)

3. Show a card with *e*. Say: "This sound is *e*" ANG TUNOG AY *e*. (as in *e*lepante). Ask the children to repeat it.

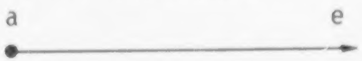
4. Hold up *a* and *e* cards. Identify the two sounds. Ask the children if they sound the same. Have them produce both sounds for auditory and visual discrimination. Have them repeat this verse:

   A ay sa aso, E sa elepante

   Hold up appropriate card as they say a sound.

ACTIVITY 3: Miscellaneous reinforcement activities

1. Write this on the board



   Put your finger on the dot and say *a*. Keep saying the sound as you follow the arrow with your finger. When you reach *e*, produce that sound. *Important:* Do not pause between sounds! This is a simple blending task to prepare the children for the latter lessons.

   Have the children repeat this exercise with you several times.

2. On an 8 x 10 piece of tagboard, print a big *a*. On another piece, print a big *e*. Put them up in front of the children. Trace the letter with your finger while saying the sound aloud. Have each child come up to perform the same task.

3. Do worksheet.

   Directions: Say the names of these objects. If the name starts with *e*, color it.

CONCEPT: Needs UNIT ONE: Physical Needs - Clothing WEEK: 12 DAY: 5

OBJECTIVES:

The child will be able to:
1. Recall the vowels *a* and *e*.
2. Produce and hear the vowel sound *i*.
3. Identify the letter representing *i*.

MATERIALS:

AABC:
1. Chart, "Finding the Vowel Sounds".
2. Flashcards, "*a, e, i* Sounds", (page 205)
3. Chart, "*i* Sounds".
4. Student Worksheet, "Circle the Vowel Sounds", (Student Workbook, page 8)

VOCABULARY:

Chart Vocabulary:

ibon	- bird
ilaw	- light
ilog	- river
Indiyan	- Indian
iyak	- cry

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: *a* and *e*
2. Phonics lesson: *i*
3. Worksheet: Circle initial sound

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Review *a* and *e*

1. Show the picture that goes with this activity. In it are pictures of vocabulary items that start with *a* or *e*. Ask the children to look at the picture carefully.

   Say:

   > "There are things in this picture that start with either *a* or *e*. Can you help me find them?"
   >
   > MAY MGA BAGAY SA LARAWANG ITO NA NAGSISIMULA SA TUNOG NA *a* O *e*. HANAPIN NGA NINYO ANG MGA BAGAY NA ITO.

   Call on each child to find an object. Have him/her say the name aloud. Ask him/her what sound it starts with.

2. Put up the card with an *a*. Ask the children: "Is this *e*?" *e* BA ITO? Ask them to identify the sound. Put up the *e* card. Ask them to identify that sound.

ACTIVITY 2: Learning *i*

1. Hold up a card with *i*. Identify the sound by saying "This sound is *i*." ANG TUNOG NA ITO AY *i*. Have the children repeat the sound several times.

2. Say:
   "Let's say some words that begin with this sound:
   ibon, ilaw, ilog, Indiyan, iyak."

   BUMIGKAS TAYO NG MGA SALITANG NAGSISIMULA SA TUNOG NA ITO: ibon, ilaw, ilog, Indiyan, iyak."

   Ask them again to produce the initial sound as you hold up the card.

3. Show *i*-vocabulary chart: ibon, ilaw, ilog, Indiyan, iyak

   Teach the vocabulary words and ask the children to use some of them in sentences.

ACTIVITY 2: Learning *i* (Cont'd)

4. Have the children repeat this verse several times:

A ay sa aso, E sa elepante, I ay sa ibon

Hold up the card with the appropriate sound as they say the vowel.

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CONCEPT: Needs - UNIT ONE: Physical Needs - Shelter WEEK: 13 DAY: 1

OBJECTIVES:

The child will be able to:
1. Listen to a poem with understanding and enjoyment.
2. Identify the parts of a house and use these words in sentences.
3. Observe similarities and differences in two different types of houses.

MATERIALS:

AABC:
1. Teaching Pictures, "Two Kinds of Houses", (page 210-211)
2. Teaching Pictures, "Two Families", (page 212-213)
3. Student Worksheet, "Complete the House," (Student Workbook, page 9)
4. Student Worksheet, "Draw a Bigger Nipa Hut", (Student Workbook, page 10)

VOCABULARY:

bintana	- window
bubong	- roof
dingding	- walls
hagdan	- stairs
haligi	- post
pinto	- door

SUMMARY OF THE DAY'S ACTIVITIES:

1. Poem: "Ang Bahay ni Mang Juan"
2. Discussion: The need for shelter.
3. Worksheets: Supply the missing parts.
   Draw a bigger nipa hut.

GRAMMATICAL STRUCTURES:

May ________________ ang bahay.

NOTES AND EXPLANATIONS:

Oral Language Development Topic: We need shelter for protection, warmth, comfort and privacy.

ACTIVITY 1: Listening to a poem

1. Read the poem "Ang Bahay ni Mang Juan," illustrating it on the chalkboard according to directions given in the poem (i.e., draw a house with a roof, walls and a window, but omit door; draw Mang Juan outside the house; add stairs leading to the window; draw Mang Juan climbing up the stairs).

ANG BAHAY NI MANG JUAN

AKING ISASALARAWAN
BAHAY NI MANG JUAN.

MAY BUBONG, MAY DINGDING
AT BINTANANG DURUNGAWAN.

NGUNI'T AKING NAKALIMUTAN
LAGYAN ITO NG PINTUAN.

ANO KAYA'T ISANG ARAW
LUMABAS SI MANG JUAN SA TAHANAN
AT PAGBALIK KANIYANG MADATNAN
BAHAY NIYANG WALANG PINTUAN.

TATANGNAN NG PINTO'Y HAHANAPIN
BALANGKAS NITO'Y KAKAPKAPIN
SISIGAW AT KAKATOK
NGUNI'T DI MAKAKAPASOK.

AKING DADAGDAGAN
ITONG AKING LARAWAN
NG ISANG HAGDAN
SA MAY DURUNGAWAN

AT NANG MAKAPASOK NAMAN
ITONG SI MANG JUAN
SA KANIYANG TAHANAN
NA WALANG PINTUAN.

ACTIVITY 1: Listening to a poem (Cont'd)

2. Ask these questions:

   a. Describe Mang Juan's house.
      ISALARAWAN ANG BAHAY NI MANG JUAN.
   b. What was missing?
      ANO ANG NAWAWALA?
   c. What would you do if your house didn't have a door?
      ANO ANG GAGAWIN NINYO KUNG ANG INYONG BAHAY AY WALANG PINTO?
   d. Do all houses need doors?
      LAHAT BA NG MGA BAHAY AY KAILANGAN NG PINTO?
   e. Why do houses have a roof/a door/windows?
      BAKIT MAY BUBONG ANG MGA BAHAY? BAKIT MAY PINTUAN?
      MAY MGA BINTANA?

3. Show a picture of an American house. Ask the children if the house they live in looks like the one in the picture. Discuss similarities and differences.

   Identify the parts of the house in the picture using the May + noun structure:

   The house has a ____________.
   Does the house have a ____________?

   MAY ____________ ANG BAHAY.
   MAY ____________ BA ANG BAHAY?

4. Show a picture of a nipa hut. Have children identify it and tell you where you find such a house (in the Philippines) and what it is made of (nipa). Ask them to name the parts of the house using the same structure above.

   The nipa hut has a ____________.
   MAY ____________ ANG BAHAY KUBO.

   Call attention to the fact that both houses have some parts in common even if they are constructed differently.

ACTIVITY 2: The Need for Shelter

1. Show the two pictures that go with this activity. Compare the two: one family eating a meal outdoors and shivering, and another eating a meal inside their house and feeling comfortable.

   Ask these questions:

   a. Where would you rather be?
      SAAN MO MAS GUSTONG KUMAIN?
   b. Which place is more comfortable?
      ALIN ANG MAS MAGINHAWA?
   c. What would it be like if we didn't have houses?
      KUNG WALA TAYONG MGA BAHAY, ANO ANG MANGYAYARI?
   d. Why do we need houses?
      BAKIT NATIN KAILANGAN NG BAHAY?

   In discussing this topic, be sure to take up the following:

   a. The reasons for shelter: protection, warmth, comfort, privacy, etc.
   b. Houses may look different in shape, size or appearance, but they all have basic parts and fulfill our need for shelter.

ACTIVITY 3: Worksheet

1. Directions:

   Supply the missing parts of the house. (House does not have a roof, windows or door. The children are to fill these in.)

2. Directions:

   Here's a nipa hut. Draw a bigger one next to it. Color it.

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CONCEPT: Needs UNIT ONE: Physical Needs - Shelter WEEK: 13 DAY: 2

OBJECTIVES:

The child will be able to:
1. Identify the different shelters of animals through rhymes.
2. Recall the vowel sounds *a*, *e* and *i*.

MATERIALS:

AABC:
1. Teaching picture, "Animal Shelters," (page 214)
2. Flashcards, "*a*, *e*, *i* Sounds", (page 205)
3. Student Worksheet, "Match the Animal with His Shelter," (Student Workbook, page 11)

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Rhymes: Animal Shelters
2. Review: *a*, *e* and *i*.
3. Worksheet: Match animal with his shelter

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Rhymes

1. Show the picture of animal shelters that goes with this activity. Ask the children if they recognize the five animals in the picture.

   Say:

   > "I'm going to say something about each animal. Listen carefully.
   > MAY SASABIHIN AKO TUNGKOL SA BAWAT HAYOP. MAKINIG NA MABUTI.

   Recite the rhymes, pointing to the appropriate animal for each rhyme.

   > ANG BAHAY NG ASO
   > KAHON NA MAY LASO.
   >
   > ANG BAHAY NG ELEPANTE
   > SA GUBAT NA MAY HIGANTE.
   >
   > ANG BAHAY NG IBON
   > HAWLA SA BUBONG.
   >
   > ANG BAHAY NG OSO
   > KUWEBANG PALASYO.
   >
   > ANG BAHAY NG UNGGOY
   > MATAAS NA KAHOY.

2. Ask these questions:

   a. Where does the dog live? the elephant/the bird/the bear/the monkey? SAAN NAKATIRA ANG ASO? ANG ELEPANTE? ANG IBON? ANG OSO? AT ANG UNGGOY?
   b. Do animals have houses just like people?
      ANG MGA HAYOP BA AY MAY BAHAY DIN NA TULAD NG MGA TAO?
   c. Why do animals need shelter?
      BAKIT KAILANGAN NG MGA HAYOP ANG TIRAHAN?

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ACTIVITY 1: Rhymes (Cont'd)

d. Can you think of other places where animals live? (cows-barn/ chickens-coop/tigers-jungle/spiders-webs, etc.)
MAKAKAISIP BA KAYO NG IBA PANG TIRAHAN NG MGA HAYOP? (bakahan/manukan gubat para sa tigre/sapot gagamba, at iba pa.)

Emphasize:
a. Animals need shelter, too, just like people for warmth and protection.

3. Ask the children to say the rhymes with you over and over until they have mastered them.

ACTIVITY 2: Review *a, e* and *i*

1. Remind the children that they learned three sounds the previous week. Ask them if they remember what the sounds were.

   Put the three flashcards with *a, e* and *i* on the chalk ledge. Ask a child to come up and point to *a*(*e* and *i*). Have everyone produce the sound as a child points to it.

2. Show the vocabulary charts for each vowel. Go over the words to establish initial sound recognition.

3. Play a guessing game.

   a. "I have some riddles for you to guess."
   MAYROON AKOOG MGA BUGTONG. HULAAN NINYO.
   b. "I'm thinking of an animal that barks. What is it?"
   ANO ANG HAYOP NA KUMAKAHOL? (aso)
   c. "When my kitchen sink is dirty and I want to clean it, what do I use?"
   KUNG MADUMI ANG AKING LABABO, AT GUSTO KONG LINISIN, ANO ANG AKING GAGAMITIN? (eskoba)
   d. "I'm thinking of a huge animal with a long, long nose. It has a big body and big, big legs."
   ANO ANG MALAKING-MALAKING HAYOP NA MAY MAHABANG-MAHABANG ILONG AT MALAKING-MALAKING KATAWAN AT MGA PAA? (elepante)

ACTIVITY 2: Play a guessing game (Cont'd)

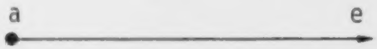
e. "When it's dark in the house, what do I turn on?"
KUNG MADILIM ANG BAHAY, ANO ANG AKING BUBUKSAN? (ilaw)

f. "There is an animal that flies and sings all day long. What is it?
ANO ANG HAYOP NA LUMILIPAD AT KUMAKANTA SA MAGHAPON? (ibon)

g. "I use it to make things sweet. It is white."
GINAGAMIT KO ITO PARA TUMAMIS ANG PAGKAIN. ITO AY KULAY PUTI.
ANO ITO? (asukal)

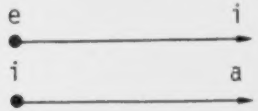
4. Do sound-sliding exercises.

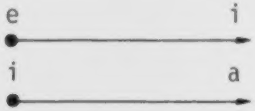
Draw this on the board.



Follow directions for "sound-sliding".

Do other examples:





Remember not to pause between sounds.

ACTIVITY 3: Worksheet

1. Directions:

Match the animal with the place where it lives.

OBJECTIVES:

The child will be able to:

1. Hear and produce the vowel sounds *o* and *u*.
2. Recognize the letters representing the *o* and *u* sounds.

MATERIALS:

AABC:
1. Flashcards, "*o*, *u* Sounds", (page 205-206)
2. Charts, "*o*, *u* Sounds".
3. Student Worksheets, "*o*, *u* Vocabulary", (Student Workbook, page 12)

VOCABULARY:

Chart Vocabulary:

okoy	- shrimp fritter
okra	- okra
oktopus	- octopus
oso	- bear
ospital	- hospital
ubas	- grapes
ugat	- roots
ulan	- rain
ulap	- clouds
unano	- dwarf
unggoy	- monkey
uwak	- crow

SUMMARY OF THE DAY'S ACTIVITIES:

1. Phonics lesson: *o* and *u*
2. Games: Reinforcing the two vowels
3. Worksheet: Draw a line to the initial sound

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

The sound *o*, like *e*, occurs in initial position mostly in borrowed words from Spanish and English.

ACTIVITY 1: Learning *o* and *u*

1. Hold up the card with *o*. Identify the sound by saying "This sound is *o*." ANG TUNOG NA ITO AY *o*. Have the children repeat the sound several times.

   Say:
   "Let's say some words that begin with this sound:
   BUMIGKAS TAYO NG MGA SALITANG NAG-UUMPISA SA *o*:

   oso, oktopus, ospital, okra, okoy."

   Ask the children if they can hear the sound *o* at the beginning of the words.

   Show the chart with pictures of *o* vocabulary words.

   Say:
   a. "Here are the pictures of the words we just said."
   HETO ANG LARAWAN NG MGA SALITANG ATING BINIGKAS.

   b. "Say them again for me."
   BIGKASIN NINYONG MULI ANG MGA SALITANG ITO.

   Have the children repeat the words while you point to the pictures. To clarify the meaning, use some of the words in sentences.

   Example:
   a. The octopus has a lot of feet (tentacles).
   MARAMING PAA ANG OKTOPUS.

   b. The bear is a big animal.
   MALAKING HAYOP ANG OSO.

   Show the card with an *o* and have the children say the sound again.

2. Teach the *u* sound following the same procedures:

   u words to say orally: ulo, ulam, ulap, umaga, unan
   u words on chart: unggoy, ubas, ugat, ulan, ulap, unano, uwak

ACTIVITY 1: Learning *o* and *u* (Cont'd)

Use some in sentences to clarify meaning.

Example:
It is raining hard.
MALAKAS ANG ULAN.

The crow is black.
ITIM ANG UWAK.

c. Say this verse with the children:

A ay sa aso, E sa elepante, I ay sa ibon,
O ay sa oso at U sa unggoy.

ACTIVITY 2: Games to reinforce *o* and *u*

1. Directions:

   a. The teacher will say a word.
   b. If it starts with *o*, the children clap once.
   c. If it starts with *u*, clap twice.
   d. If it doesn't start with either sound, don't clap.

2. Directions:

   a. From a three-word sequence, the children are to pick out the word that starts with *o* or *u*.

aso, baso, oso
sulyap, kislap, ulap
gising, uling, giting
ugat, kagat, habagat
uwak, wasak, patak
duyan, ganyan, unan
laso, oso, baso
ulan, ewan, ayan

ubas, labas, pulgas
apoy, okoy, tikoy
pasok, pusok, usok
manggas, oras, botas
letra, okra, mestra
bolo, ulo, polo
ospital, kapital, kristal
iling, kuting, uling

ACTIVITY 3: Worksheet

1. Directions:

Draw a line from the picture to the sound that it starts with.

CONCEPT: Needs UNIT ONE: Physical Needs - Shelter WEEK: 13 DAY: 4

OBJECTIVES: The child will be able to: 1. Recall the five vowel sounds. 2. Recall the May + noun structure by playing a sentence expansion game. 3. Write the letters *i* and *o* by tracing and copying models on a worksheet.	MATERIALS: AABC: 1. Flashcards, "*a, e, i, o, u* Sounds", (page 205-206) 2. Chart, "Find the Vowels". 3. Student writing worksheets, "*i, o*", (Student Workbook, pages 13-14)
VOCABULARY:	SUMMARY OF THE DAY'S ACTIVITIES: 1. Review: Vowels 2. Review: May + noun structure 3. Worksheets: Writing *i* and *o*
GRAMMATICAL STRUCTURES: May _______________ ang bahay.	NOTES AND EXPLANATIONS:

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ACTIVITY 1: Review vowels

1. Show all five flashcards to the children. Have them identify all the vowel sounds.

2. Put the cards behind your back. Pick one at random and flash it to the children quickly. Have them identify the sound. Do this exercise with each child.

3. Have five children come up to the front. Give each one of them a flashcard with a vowel sound.

   Say:

   > "I'm going to say a word. If you have the sound that the word starts with, stand up."
   >
   > MAY SASABIHIN AKONG SALITA. KUNG MAYROON KAYO NG TUNOG NG SIMULA NG SALITA, TUMAYO KAYO.

   Call out words which start with vowel sounds. Have another team do this exercise.

4. Say this verse with the children:

   A ay sa aso, E sa elepante, I ay sa ibon
   O ay sa oso, at U ay sa unggoy.

5. Show the large vowel vocabulary picture. In it are pictures of words that start with vowel sounds. Ask the children to look for the objects in the picture. Have them say the word aloud and the sound it starts with.

ACTIVITY 2: Review structures

1. Play a sentence expansion game. Draw this on the board:

   ____

   Say:

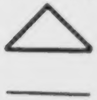
   a. "We will make this into a house. But you'll have to tell me the part

ACTIVITY 2: Review structures (Cont'd)

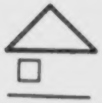
every time I add it to the house."

GAGAWIN NATIN ITONG ISANG BAHAY. NGUNIT SASABIHIN NINYO SA AKIN KUNG ANO ANG PANGALAN NG BAWAT BAHAGI NG BAHAY NA IDADAGDAG KO.

b. Add roof. Children say: "The house has a roof."
MAY BUBONG ANG BAHAY.



c. Add window. Children say: "The house has a roof and windows."
MAY BUBONG AT BINTANA ANG BAHAY.



d. Add door. Children say: "The house has a roof, windows and a door."
MAY BUBONG, BINTANA AT PINTO ANG BAHAY.

e. Add walls. Children say: "The house has a roof, windows, doors and walls."
MAY BUBONG, BINTANA, PINTO AT DINGDING ANG BAHAY.

2. Draw a man outside the house. Children say: "There is someone outside the house."
MAY TAO SA LABAS NG BAHAY.

Draw a face looking out the window. Children say: "There is someone outside and inside the house."
MAY TAO SA LABAS AT SA LOOB NG BAHAY.

Draw people or objects in different areas around the house. The children can continue expanding the sentence.

ACTIVITY 3: Worksheets

Writing: Show the children how to make the letter *i* on the board, following principles of good handwriting. Identify the sound. Have the children do the writing task on their worksheet. Do the same for *o*.

CONCEPT: Needs   UNIT ONE: Physical Needs - Shelter   WEEK: 13 DAY: 5

OBJECTIVES:

The child will be able to:
1. Sing a song about the vowels.
2. Write the letters *u* and *a* by tracing and copying models on a worksheet.
3. Recognize initial vowel sounds in words.

MATERIALS:

AABC:
1. Song, "*a, e, i, o, u*", (page 215)
2. Student writing worksheets, "*a, u*", (Student Workbook, pages 15-16)
3. Student Worksheet, "What Vowel Does It Start With?" (Student Workbook, page 17)

VOCABULARY:

aso	- dog
elepante	- elephant
ibon	- bird
oso	- bear
unggoy	- monkey

SUMMARY OF THE DAY'S ACTIVITIES:

1. Song: "A, E, I, O, U"
2. Worksheets: Writing *a* and *u*
3. Worksheet: Circle the initial sound

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

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ACTIVITY 1: Song

Teach the song "A, E, I, O, U". The children have been saying the verses in the previous lessons and should be able to learn the song quickly.

A E I O U

ni Estela Pinga

A E I O U
A ay sa aso, E sa elepante
I ay sa ibon, O ay sa oso
Ang U, U ay sa unggoy.

ACTIVITY 2: Writing

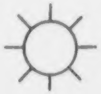
Show the children how to form the letter *a*. Identify the sound. Have the children do the writing task on their worksheet.

Do the same for *u*.

ACTIVITY 3: Worksheet

Say the name of each picture with the children. Circle the letter that the word starts with.

Example:



[✓ a] e i o u

CONCEPT: Needs   UNIT ONE: Physical Needs - Transportation   WEEK: 14 DAY: 1

OBJECTIVES:

The child will be able to:
1. Explain events taking place in pictures shown him.
2. Act out instructions given orally by the teacher.

MATERIALS:

AABC: 1. Student Worksheet, "Three Children", (Student Workbook, page 18)

VOCABULARY:

bisikleta	- bicycle
bus	- bus
kotse	- car

SUMMARY OF THE DAY'S ACTIVITIES:

1. Interpretation and discussion: Vehicles (Transportation)
2. Pantomime activity

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Oral Language Development Topic: Various forms of transportation are needed by people.

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ACTIVITY 1: Interpreting pictures

1. Show the worksheet in the Student's Workbook that goes with this activity. Call attention to the three children in the pictures and mention their names. Help the children interpret the action in the pictures by asking the questions suggested below.

2. Say:
   a. "Look at the top picture. This boy's name is Manuel."
      TINGNAN ANG LARAWAN SA ITAAS. ANG PANGALAN NG BATANG LALAKI AY MANUEL.

   Ask these questions:

   First Picture:
   a. What is Manuel doing?
      ANO ANG GINAGAWA NI MANUEL?
   b. Who is the man with him?
      SINO ANG KASAMA NIYA?
   c. What time of day is it?
      ANONG ORAS NA NOON?
   d. What are some of the things Manuel might have done before leaving the house?
      ANU-ANO NG MGA BAGAY ANG MAARING GINAWA NI MANUEL BAGO SIYA UMALIS NG BAHAY?
   e. Where is his mother?
      NASAAN ANG KANYANG NANAY?

   Second Picture:
   a. What's happening in this picture?
      ANO ANG NANGYAYARI SA LARAWANG ITO?
   b. How is Manuel's dad driving (fast, slow)
      PAANONG MAGMANEHO ANG TATAY NI MANUEL? (mabilis ba o mabagal)
   c. How is Manuel behaving in the car?
      MABAIT BA SI MANUEL SA LOOB NG KOTSE?

   3rd Picture:
   a. Where are they now?
      NASAAN NA SILA NGAYON?

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ACTIVITY 1: Interpreting pictures

b. Where is Manuel's dad going after dropping Manuel off?
SAAN PUPUNTA ANG TATAY NI MANUEL MATAPOS SIYANG IHATID?
c. Will his dad pick him up after school?
SUSUNDUIN KAYA SIYA NG KANYANG TATAY PAGKATAPOS NG KLASE.

3. Say:
a. "Now look at the girl."
NGAYON, TINGNAN ANG BATANG BABAE.
b. "Her name is Myrna" (point to her name)
ANG PANGALAN NIYA AY MYRNA. (ituro ang kanyang pangalan.)
c. "She's a big girl."
SIYA AY MALAKING BATA.
d. "Let's see how she gets to school."
TINGNAN NATIN KUNG PAANO SIYA PAPASOK SA PAARALAN.

Ask these questions:

First Picture:
a. What is Myrna doing?
ANO ANG GINAGAWA NI MYRNA?
b. Who is the lady saying good-bye?
SINO ANG KUMAKAWAY SA KANYA?
c. Why is Myrna riding her bike to school?
BAKIT NAGBIBISIKLETA SI MYRNA PATUNGO SA PAARALAN?
d. Could she walk?
MAARI BA SIYANG MAGLAKAD?
e. Could she get to school any other way?
MAARI BA SIYANG PUMUNTA SA PAARALAN SA IBANG PARAAN?

Second Picture:
a. What's happening now?
ANO ANG NANGYAYARI NGAYON?
b. Do you think Myrna rides her bike the right way?
TAMA BA ANG PAGSAKAY NI MYRNA SA BISIKLETA?

ACTIVITY 1: Interpreting pictures (Cont'd)

c. How should we ride a bike? (Discuss some safety precautions.)
   PAANO BA ANG TAMANG PAGSAKAY SA BISIKLETA? (Pag-usapan ang mga pag-iingat.)

Third Picture:
a. Where is Myrna now?
   NASAAN NA SI MYRNA NGAYON?
b. What is she doing?
   ANO ANG KANIYANG GINAGAWA?
c. Why does she have to park her bike?
   BAKIT KINAKAILANGANG IPARADA NIYA ANG KANYANG BISIKLETA?

4. Say:
   a. "Look at the boy on the bottom."
      TINGNAN NINYO ANG BATA SA IBABA.
   b. "Find his name." (Have the children point to the name.)
      HANAPIN ANG KANYANG PANGALAN.
   c. "His name is Mario."
      ANG PANGALAN NIYA AY MARIO.

Ask these questions:

First picture:
a. Is Mario going to be taken to school by his dad?
   IHAHATID BA SI MARIO NG KANYANG TATAY SA PAARALAN?
b. Does he have a bike?
   MAYROON BA SIYANG BISIKLETA?
c. How is he going to school?
   PAANO SIYA PUPUNTA SA PAARALAN?
d. Where is he?
   NASAAN SIYA?

Second Picture:
a. How is the bus going? (fast, slow)
   PAANO UMAANDAR ANG BUS? (mabilis, mabagal)
b. Is the school close to where Mario lives?
   MALAPIT BA ANG PAARALAN SA BAHAY NI MARIO?

ACTIVITY 1: Interpreting pictures (Cont'd)

c. What does Mario do on the bus on the way to school?
ANO ANG GINAGAWA NI MARIO SA BUS PAPUNTA SA PAARALAN?

Third Picture:
a. Where does Mario get off? (bus stop)
SAAN BUMABABA SI MARIO? (tigilan ng bus)

b. How long do you think the bus ride was?
GAANO KATAGAL ANG PAGKAKASAKAY NI MARIO SA BUS?

5. Summarize this discussion by helping the children to conclude that in order to get to a place (school, store, church, movies), people need transportation. Use the three children as examples. Point out that there are many forms of transportation that help move people from one place to another. If the children are able to, ask them to name other forms of transportation. (These will be discussed in the next day's activity.)

ACTIVITY 2: Pantomime

1. Briefly go over the various forms of transportation. (*Note*: Take up only the simple ones: bike, motorcycle, car, train, bus.) Discuss what these vehicles do (move or transport people or things).

2. Direct the children to engage in the following pantomime activities by providing the situations, showing the movement, encouraging them to express themselves and actually joining them in this activity.

a. Pretend you're on the bus. (Assign one child to be the driver. He pantomimes the driving. Passengers pretend they're eating, reading, etc.)
Variation: a crowded bus. Passengers are standing up holding on to imaginary bars. When driver steps on his brakes, they all react.

MAGKUNWARI KANG NASA BUS. (SABIHIN SA ISANG BATA NA SIYA ANG DRAYBER. ISAKILOS ANG PAGMAMANEHO. MAGKUKUNWARI ANG MGA PASAHERONG SILA'Y KUMAKAIN, NAGBABASA, ETC.)

ACTIVITY 2: Pantomime

b. Pretend you're on a train. (One child can be the conductor collecting tickets.)

MAGKUNWARI KANG NASA TREN. (SABIHIN SA ISANG BATA NA SIYA ANG KONDUKTOR NA TAGA-KUHA NG MGA TIKET.)

c. Pretend you're having a bicycle race. (Children act out the pedaling, etc.)

MAGKUNWARI KANG NAKIKIPAGKARERA NG BISIKLETA. (ISAKILOS NG MGA BATA ANG PAGPEPEDAL, ATB.)

d. Pretend you're in your car. You see some friends along the way, you stop and give them a ride.

MAGKUNWARI KANG NASA KOTSE. NAKITA MO ANG ILANG KAIBIGAN SA KALYE. HUMINTO KA UPANG ISAKAY SILA.

CONCEPT: Needs UNIT ONE: Physical Needs - Transportation WEEK: 14 DAY: 2

OBJECTIVES:

The child will be able to:

1. Identify the different forms of transportation and use them in sentences.
2. Listen to a story with interest, enjoyment and comprehension.

MATERIALS:

AABC:
1. Teaching Pictures, "Forms of Transportation", (page 216-227)
2. Storybook, "Ang Motorsiklo ni Miguel".

VOCABULARY:

bangka	- canoe
bapor	- ship
bisikleta	- bicycle
bus	- bus
kalesa	- horse-drawn vehicle
kariton	- cart
kotse	- car
dyip	- jeep
eroplano	- airplane
motorsiklo	- motorcycle
tren	- train

SUMMARY OF THE DAY'S ACTIVITIES:

1. Discussion: Transportation
2. Listening to a story: "Ang Motorsiklo ni Miguel"

GRAMMATICAL STRUCTURES:

Vocabulary items + ito/iyan/iyon

Ex: Motorsiklo ito.

NOTES AND EXPLANATIONS:

ACTIVITY 1: Transportation

1. Say:
   a. "Yesterday, we mentioned some things that people use so they can go from one place to another. Here are some pictures of those things. Can you tell me what they are?"

   KAHAPON, NAPAG-USAPAN NATIN ANG IBANG MGA BAGAY NA GINAGAMIT NG TAO UPANG MAKARATING SA IBAT-IBANG LUGAR. HETO ANG IBANG LARAWAN NG MGA BAGAY NA IYON. MASASABI BA NINYO SA AKIN KUNG ANU-ANO ITO?

   Show the pictures to the children. Identify the ones they don't know.

2. Say:
   a. "In the Philippines, people use some things we don't find in this country. Let's see if you remember what these are."

   SA PILIPINAS, GUMAGAMIT ANG MGA PILIPINO NG MGA BAGAY NA HINDI NINYO MATATAGPUAN DITO SA AMERIKA. TIGNAN NATIN KUNG NATATANDAAN PA NINYO ITO."

   Flash pictures of Filipino native forms of transportation like kalesa (horse-drawn vehicle), dyip (jeep), traysikel (tricycle), and bangka (canoe). Talk about some of them: where they are found, the animals that pull them, etc.

3. Do this exercise:

   The teacher picks three pictures. She puts one of them on the chalk ledge, another on a far side of the room, and another in her hand.

   Say:
   a. Motorsiklo ito. (Point to the picture in hand)
   b. Kalesa iyan. (Point to the picture on the chalk ledge)
   c. Eroplano iyon. (Point to the far picture)

   Repeat the example, emphasizing the pronouns. Ask each child to perform the same task by having him/her choose the pictures he/she likes and position them the way the teacher did it.

ACTIVITY 1: Transportation (Cont'd)

4. Play a game. The teacher gives a cue (a sentence), then points to a picture. The children give a response.

   Example:

   Teacher says: "Let us go to downtown." (Point to the bus.)
   PUMUNTA TAYO SA 'DOWNTOWN'.

   Children say: "Let's take the bus."
   MAGBUS TAYO.

   Do this example until the children understand the game.

   Let's go to:

park	bicycle	Let us ride the bicycle.
movie house	car	Let us ride the car.
Philippines	airplane	Let's take the airplane.
Los Angeles	train	Let's ride in the train.
store	car	Let's take the car.

   PUMUNTA TAYO SA:

liwasan	bisikleta	Magbisikleta tayo.
sine	kotse	Magkotse tayo.
Pilipinas	eroplano	Mag-eroplano tayo.
Los Angeles	tren	Magtren tayo.
tindahan	kotse	Magkotse tayo.

ACTIVITY 2: Story

1. Read the story "Ang Motorsiklo ni Miguel" to the children.
2. Ask comprehension questions about the story, pointing out details like how fast a motorcycle can go, why a helmet is necessary, safety procedures, etc. (Note: This story is for listening and enjoyment and not for discussion. Make sure the questions are fairly simple just to check comprehension.)

CONCEPT: Needs UNIT ONE: Physical Needs - Transportation WEEK: 14 DAY: 3

OBJECTIVES:

The child will be able to:
1. Produce and hear the sound *m*.
2. Identify the letter representing the sound *m*.
3. Write the letter *e* by tracing and copying models on a worksheet.

MATERIALS:

AABC:
1. Student Worksheet, "Three Children", (Student Workbook, page 18)
2. Flashcards, "*m* Sound", (page 206)
3. Chart, "*m* Sound".
4. Student writing worksheet, "*e*", (Student Workbook, page 19)
5. Student Worksheet "*m* vocabulary", (Student Workbook, page 20)

VOCABULARY:

Chart Vocabulary:

mani	- peanut
manok	- chicken
mansanas	- apple
mata	- eyes
mesa	- table
mukha	- face
multo	- ghost

SUMMARY OF THE DAY'S ACTIVITIES:

1. Phonics lesson: *m*
2. Sound sliding exercises
3. Worksheet: Writing *e*
4. Worksheet: Coloring *m* words

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Learning *m*

1. Show the picture that goes with Activity 1 of Day 1 (three children).

   Say:
   a. "Remember these three children?"
   NATATANDAAN BA NINYO ANG TATLONG BATANG ITO?
   b. "Do you remember what their names are? (Manuel, Myrna and Mario)
   NATATANDAAN BA NINYO ANG KANILANG MGA PANGALAN? (Manuel, Myrna at Mario)
   c. "Remember the boy with a motorcycle?
   NATATANDAAN BA NINYO ANG BATANG LALAKI NA MAY MOTOSIKLO?
   d. "What was his name?" (Miguel)
   ANO ANG KANIYANG PANGALAN? (Miguel)
   e. "All their names start with the same sound. Listen. (Say the four names again.) That sound is *m*."
   LAHAT NG KANILANG MGA PANGALAN AY NAGSISIMULA SA MAGKAKATULAD NA TUNOG. MAKINIG. ANG TUNOG NA ITO AY *m*.

2. Have everybody say the sound. Hold up the card with *m*.

   Say:
   a. "This is *m*" "Ito ay *m*." Ask the children to repeat the sound several times.

3. Proceed with the lesson following "Teaching Sounds" directions.

   m words to say orally: manok, mansanas, mata, mangga, motorsiklo
   m words on chart: manok, mansanas, mata, mesa, mukha, multo, mani

   Use some in sentences to clarify meaning.

4. If there are any children whose names start with *m*, point them out to the children.

ACTIVITY 2: Sound sliding

1. Write this on the board:

   m   a
   ●———→

   Do sound sliding exercise following "Sound Sliding" directions.

2. Continue with this other example:

   m   e
   ●———→

   Note: Do not make the arrow too long. It will gradually get shorter as the lessons progress. By Week 17, no arrows will be used in the sound sliding exercises.

ACTIVITY 3: Worksheets

1. Directions:

   Show the children how to form the letter *e* on the board. Identify the sound. Have the children do the writing task on their worksheet.

2. Directions:

   Color the picture that starts with *m*.

CONCEPT: Needs   UNIT ONE: Physical Needs - Transportation   WEEK: 14 DAY: 4

OBJECTIVES:

The child will be able to:
1. Recall the sound *m*.
2. Hear the sound *m* at the end of words.
3. Write the letter *m* by tracing and copying models on a worksheet.

MATERIALS:

AABC:
1. Flashcards, "*m* and Vowels", (page 205-206)
2. Student writing worksheet, "*m*", (Student Workbook, page 21)

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: *m*
2. Sound sliding exercises
3. Phonics lesson: Final *m*
4. Worksheet: Writing *m*

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Review *m*

1. Remind the children that they learned a new reading sound the previous day. Ask them if they remember what the sound was.

   Put the vowel flashcards and the *m* flashcard on the chalk ledge.

   Point to *a*. Ask: "Is this *m*?" "*m* BA ITO?" Point to the different sounds and ask the same question until you get to the right one.

2. To review the vocabulary words, do this exercise:

   a. Show the *m* vocabulary chart. Point to a picture (apple) and say "This is an apple." "MANSANAS ITO." Do other examples. Call on a child to come and do the same task as he/she points to the picture.

   b. To elicit responses with iyan, ask the question "What is this?" "Ano ito?" and call on a child to answer.

3. Say the following verse with the children to practice the *m* sound:

   Mama, mama, namamangka
   Pasakayin yaring bata
   Pagdating sa Maynila
   Ipagpalit ng manika.

   Sing the verse to the tune of "Sitsiritsit Alibangbang."

ACTIVITY 2: Sound sliding

1. Do the following exercises with the children following "Sound Sliding" directions.

   Remember not to pause between sounds.

ACTIVITY 3: *m* in final position

1. Say:
   a. "I want you to listen to these words. They have the sound *m* in them. Tell me if you hear it at the beginning or at the end. Listen carefully."

      PAKINGGAN NINYO ANG MGA SALITANG ITO NA MAY TUNOG NA *m*. SABIHIN NINYO KUNG ANG TUNOG NA *m* AY NASA UNA O HULIHAN. MAKINIG NA MABUTI.

   Emphasize the final *m* when you say these words:

      hukom, katam, ulam

2. Ask the children where they hear the *m* sound. Repeat the words if they do not get it the first time.

3. Have the children repeat the words, always calling attention to the final sound ("Where did you hear the *m*?").

4. Do this sound sliding exercise:

   Ask: "Where is the *m*?"
   NASAAN ANG *m*?

ACTIVITY 4: Writing *m*

Show the children how to form the letter *m* on the board. Identify the sound. Have the children do the writing task on their worksheet.

CONCEPT: Needs UNIT ONE: Physical Needs - Transportation WEEK: 14 DAY: 5

OBJECTIVES:

The child will be able to:
1. Carry out instructions given orally by the teacher.
2. Blend three sounds together.
3. Write two letters by tracing and copying models on a worksheet.

MATERIALS:

AABC:
1. Charts & Pictures used from Previous Lessons.
2. Student writing worksheet, "Writing *ma* & *mi*," (Student Workbook, page 22)
3. Student writing worksheet, "Supply Missing Sounds," (Student Workbook, page 23)

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Following directions
2. Sound sliding exercises (3 sounds)
3. Worksheets: Writing *ma* and *mi*
   supplying missing sounds

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

In Activity 2 (Sound Sliding), make sure the children are able to go from one sound to the next *smoothly* without pausing between sounds.

ACTIVITY 1: Following directions

1. Put pictures used in previous lessons on the chalk ledge; also, vocabulary charts used for the vowels and *m*. Give oral directions such as these and call on a child to carry them out:

   a. Go to the board, point to the raincoat and bring back the apple.
   PUMUNTA SA PISARA. ITURO ANG KAPOTE, AT IBALIK ANG MANSANAS.
   b. Go to the board, find *m* and name all the pictures on that chart.
   PUMUNTA SA PISARA. HANAPIN ANG *m* AT SABIHIN ANG MGA PANGALAN NG LAHAT NG MGA LARAWAN SA TSART.
   c. Take this bicycle to the board, put it next to the orange, and sit down.
   DALHIN ANG BISIKLETANG ITO SA PISARA, ILAGAY NA KASUNOD NG OREYNS, AT UMUPO.
   d. Go to the board, get the train and pin to *a*.
   PUMUNTA SA PISARA. KUNIN ANG TREN AT ITURO ANG *a*.
   e. Go to the board, get some chalk and write *o*.
   PUMUNTA SA PISARA. KUMUHA NG TSOK AT SUMULAT ANG *o*.

2. Continue with other examples, keeping the tasks simple. Be sure the activity moves at a fast pace and that the children are able to understand the directions clearly.

ACTIVITY 2: Sound sliding (3 sounds)

1. Do these sound sliding tasks following "Sound Sliding" directions.

m a m   e i m   a o m

m o m   m e m   m u a

ACTIVITY 3: Writing

1. Review the formation of *m*, *a* and *i* on the board with the children. Tell them that on the worksheet, they are to write *ma* and *mi*. Remind them about the rules of good handwriting.

ACTIVITY 3: Writing (Cont'd)

2. On another worksheet, ask the children to identify the objects on the left. Say: "There are two sounds missing at the beginning. What are they." MAY DALAWANG TUNOG NA NAWAWALA SA UNAHAN. ANO ANG MGA ITO?

   Keep repeating the words if they cannot determine the missing sounds. When they do, have them write *m* and *a* on the blanks and say: "Now we can read these words together." NGAYON, SABAY-SABAY NATING BABASAHIN ANG MGA SALITANG ITO. Say the words with the children.

UNIT 2: EMOTIONAL NEEDS

CONCEPT: Needs UNIT TWO: Emotional Needs WEEK: 15 DAY: 1

OBJECTIVES:

The child will be able to:
1. Listen to a story with interest, enjoyment and comprehension.
2. Share ideas in a group discussion.
3. Learn vocabulary words and use them in a discussion.

MATERIALS:

AABC:
1. Storybook, "Sandra".
2. Student Worksheet, "Draw A Friend For Sandra", (Student Workbook, page 24)

VOCABULARY:

kaibigan	- friend
kaklase kamag-aaral	classmate
kamag-anak	- relatives
kapatid	- brother or sister
magulang	- parents

SUMMARY OF THE DAY'S ACTIVITIES:

1. Story: "Sandra"
2. Discussion: People that we love
3. Worksheet: Draw a friend for Sandra

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Oral Language Development Topic:
We need love and affection.

ACTIVITY 1: Story

1. Read the story "Sandra."

2. Ask these comprehension questions:

   a. Who was Sandra?
      SINO SI SANDRA?
   b. Where was she from?
      TAGA-SAAN SIYA?
   c. What did her father do?
      ANO ANG TRABAHO NG KANIYANG TATAY?
   d. Why didn't she play with the other children?
      BAKIT HINDI SIYA NAKIKIPAGLARO SA IBANG BATA?
   e. Why didn't she make friends at school?
      BAKIT HINDI SIYA NAKIKIPAGKAIBIGAN SA PAARALAN?
   f. Did her teacher help her? How?
      TINULUNGAN BA SIYA NG KANIYANG MESTRA? PAANO?
   g. What was Sandra's name in Chinese?
      ANO ANG PANGALAN NI SANDRA SA INTSIK?
   h. Did she play with the other children later on? Why?
      SA BANDANG HULI, NAKIPAGLARO BA SIYA SA IBANG BATA? BAKIT?

ACTIVITY 2: Discussion

1. Ask:
   "How do you think it feels not to have any friends?"
   ANO SA PALAGAY NINYO ANG PAKIRAMDAM NG ISANG WALANG KAIBIGAN?

   Use the children's responses as a springboard for a discussion on:

   a. our need for friendship
   b. sharing among friends
   c. love and affection among friends
   d. being happy with friends

ACTIVITY 2: Discussion (Cont'd)

2. Ask:
   a. "Besides our friends, who are the other people that we share things with/who help us everyday/who make us happy/who love us?"

   "LIBAN SA ATING MAGA KAIBIGAN, SINU-SINO PA ANG MGA TAONG LAGI NATING NAKAKABAHAGI SA IBAT-IBANG BAGAY? SINO ANG TUMUTULONG SA ATIN ARAW-ARAW? ANG NAGPAPALIGAYA SA ATIN? ANG NAGMAMAHAL SA ATIN?"

Encourage the children to relate their experiences, their activities with their families, friends, relatives, classmates. Point out that these people are important in our lives because they help us, love us, and make us feel good.

ACTIVITY 3: Worksheet

1. Directions:

   a. This is Sandra. Remember Sandra? She didn't have any friends.
   b. Draw a friend beside her so they can play.

CONCEPT: Needs UNIT TWO: Emotional Needs WEEK: 15 DAY: 2

OBJECTIVES:

The child will be able to:
1. Explain events taking place in pictures shown him.
2. Use the lesson's vocabulary words and grammatical structures in describing a picture.

MATERIALS:

AABC: 1. Teaching pictures "Sergio", (page 229-233)

Others: 1. Drawing paper, crayons and pencils.

VOCABULARY:

same as Day 1

SUMMARY OF THE DAY'S ACTIVITIES:

1. Interpretation & Discussion: Sergio
2. Seatwork: Making pictures
3. Sharing time: Describing their pictures

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Interpreting pictures

1. Show the picture that goes with this activity. Introduce the boy in the pictures by mentioning his name.

   Say:
   a. "This is Sergio. He is a little boy just like you. He has a family, he goes to school, he plays with his friends. Let's see if you can tell me what's happening in these pictures."

      SI SERGIO ITO. MALIIT NA BATANG LALAKI SIYANG TULAD NINYO. MAY PAMILYA SIYA, PUMUPUNTA SIYA SA PAARALAN, NAKIKIPAGLARO SIYA SA KANIYANG MGA KAIBIGAN. TINGNAN NATIN KUNG MASASABI NINYO KUNG ANO ANG NANGYAYARI SA MGA LARAWANG ITO.

   Let the children interpret the events in the picture series by asking questions.

2. First Picture:
   a. Who is Sergio with?
      SINO ANG KASAMA NI SERGIO?
   b. What is Father doing?
      ANO ANG GINAGAWA NG TATAY?
   c. What is Mother doing?
      ANO ANG GINAGAWA NG NANAY?
   d. Does your father help you, too, sometimes?
      TINUTULUNGAN RIN BA KAYO NG TATAY NINYO KUNG MINSAN?
   e. What does he do to help you?
      ANO ANG GINAGAWA NIYA UPANG TULUNGAN KAYO?

3. Second Picture:
   a. Who is Sergio with in this picture?
      SA LARAWANG ITO, SINO ANG KASAMA NI SERGIO?
   b. What day is it?
      ANONG ARAW ITO?
   c. How old is Sergio?
      ILANG TAON SI SERGIO?
   d. How do you know?
      PAANO NINYO NALAMAN?

ACTIVITY 1: Interpreting pictures (Cont'd)

e. What is Grandma doing?
ANO ANG GINAGAWA NG LOLA?
f. What do you think is inside the box?
SA PALAGAY NINYO, ANO ANG NASA LOOB NG KAHON?
g. Did Grandpa give him a present?
BINIGYAN BA SIYA NG REGALO NG LOLO?
h. What do you think it is?
ANO KAYA ANG REGALO NG LOLO?

4. Third Picture:
a. Who is Sergio with in this picture?
SINO ANG KASAMA NI SERGIO SA LARAWAN?
b. Where are they coming from?
SAAN SILA GALING?
c. What did they play?
ANO ANG NILARO NILA?
d. Did they have a good time?
NASIYAHAN BA SILA?
e. Do you play with your friends?
NAKIKIPAGLARO KA BA SA IYONG MGA KAIBIGAN?
f. What do you play?
ANO ANG INYONG NILALARO?
g. Do you have a good time when you play with your friends?
NASISIYAHAN KA BA KAPAG NAKIKIPAGLARO KA SA IYONG MGA KAIBIGAN?

5. Fourth Picture:
a. Who is Sergio with now?
SINO ANG KASAMA NI SERGIO NGAYON?
b. What are they doing?
ANO ANG GINAGAWA NILA?
c. What did the dog just do?
ANO ANG GINAWA NG ASO?
d. Does Sergio love his dog?
MAHAL BA NI SERGIO ANG KANIYANG ASO?
e. Do you have a pet?
MAY ALAGANG HAYOP KA BA?
f. Do pets need love just like children?
TULAD NG MGA BATA, KAILANGAN DIN BA NG ALAGANG HAYOP NG PAGMAMAHAL?

ACTIVITY 1: Interpreting pictures (Cont'd)

6. Continue: "In all these pictures, Sergio is with somebody that he loves and who loves him, too. Now, I'll give you a sheet of paper. Draw pictures of the people that you love and who love you--your parents, your friends, your relatives, your teachers."

   SA LAHAT NG MGA LARAWANG ITO, MAY KASAMA SI SERGIO NA MAHAL NIYA AT NAGMAMAHAL SA KANIYA. BIBIGYAN KO KAYO NG PAPEL. IDROWING NINYO ANG MGA TAONG MAHAL NINYO AT NAGMAMAHAL SA INYO--MGA MAGULANG, KAIBIGAN, KAMAG-ANAK, GURO.

ACTIVITY 2: Drawing a picture

Pass out sheets of drawing paper and have the children draw their pictures.

ACTIVITY 3: Describing their pictures

When the children finish, tell them that they are to share their pictures with the rest of the group. Each child should show his/her picture and describe it using the vocabulary words learned in Day 1.

Example:

This is my friend.	KAIBIGAN KO ITO.
He is ___________.	SIYA SI ________.
We play basketball.	NAGLALARO KAMI NG BASKETBOL.
That is my ball.	BOLA KO IYAN.

CONCEPT: Needs UNIT TWO: Emotional Needs WEEK: 15 DAY: 3

OBJECTIVES:

The child will be able to:

1. Recall the vowel sounds and the *m* sound.
2. Hear and produce the sound *s*.
3. Identify the letter representing the *s* sound.
4. Write the letter *s* by tracing and copying models on a worksheet.

MATERIALS:

AABC:

1. Flashcards, "Vowels, *m* and *s* Sounds", (page 205-206)
2. Chart, "*s* Sound".
3. Student Worksheet, "*s* Vocabulary," (Student Workbook, page 25)
4. Student writing worksheet, "*s*", (Student Workbook, page 26)

VOCABULARY:

Chart Vocabulary:

saging	- banana
salakot	- Filipino hat
salamin	- mirror
sapatos	- shoes
silya	- chair
singsing	- ring
suso	- snail

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: *m* and vowels
2. Phonics lesson: *s*
3. Sound sliding
4. Worksheets: Crossing out *s* words
   Writing *s*

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Review *m* and vowels

1. Show the *m* flashcard. Ask: "What sound is this?"
   ANONG TUNOG ITO?

   Show the *a* flashcard. Ask: "What sound is this?"
   ANONG TUNOG ITO?

   Ask: "Can you put them together? Let's say the first sound." MAPAGSASAMA BA NINYO SILA? BIGKASIN NATIN ANG UNANG TUNOG. Say *m* with the children and put up *m* card. Hold the sound and put up the *a* next to *m*. Slide to the *a* sound. Do it one more time.

   Have the children perform this task until they are proficient.

2. Continue with other combinations:

   me am im em mi

ACTIVITY 2: Learning *s*

1. Ask the children if they remember the name of the girl who didn't have any friends (Sandra), and the boy in the pictures in yesterday's lesson (Sergio). Tell them that both names start with the same sound. Say: "That sound is *s*. Say it with me."
   ANG TUNOG NA IYON AY *s*. BIGKASIN NINYONG KASABAY KO.

2. Hold up *s* flashcard. Say: "This is *s*." "Ito ay *s*." Children repeat the sound several times. Ask: "Do you know what animal makes that sound? ALAM BA NINYO KUNG ANONG HAYOP ANG NAGPAPALABAS NG GANOONG TUNOG? (ahas)

3. Proceed following "Teaching Sounds" directions.

   s words to say orally: silya, sandok, saging, salawal, sibuyas

   s words on chart: suso, salakot, saging. salamin, silya, sapatos, singsing

ACTIVITY 2: Learning *s* (Cont'd)

4. Auditory discrimination exercise:

   Put *s* and *m* flashcards on chalk ledge. The teacher says a word that starts with either *s* or *m* and calls on a child. The child stands up and points to the sound that the word starts with.

ACTIVITY 3: Sound sliding

1. Write this on the board:

   s a
   •——→

   Note: Short arrow

   Do sound sliding exercise.

2. Continue with: s e s i s o s u

ACTIVITY 4: Worksheets

1. Directions:

   Put an X on the pictures that start with *s*.

2. Directions:

   Show the children how to form the letter *s* on the board. Identify the sound. Have the children do the writing task on their worksheets.

CONCEPT: Needs UNIT TWO: Emotional Needs WEEK: 15 DAY: 4

OBJECTIVES:

The child will be able to:
1. Recall the sound *s*.
2. Hear the sound *s* at the end of words.
3. Read words with three or four sounds.

MATERIALS:

AABC:
1. Chart, "*s* Sound".
2. Student reading worksheet A, (Student Workbook, page 27)

VOCABULARY:

Reading Vocabulary:

mesa - table

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: *s*
2. Phonics lesson: Final *s*
3. Reading words
4. Reading worksheet

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Activity 3 requires the children to "read it fast." Please refer to instructions given in Teacher's Handbook.

ACTIVITY 1: Review *s*

1. Show *s* vocabulary chart to the children. Have them identify the sound and say the names of the pictures on the chart.

2. Ask the children to repeat the following phrases after you to practice the initial *s* sound:

   a. sipain ang suklay
   b. sinilang ang sanggol
   c. sumuko ang sundalo
   d. sulyapan ang sapatos
   e. sige nang sige
   f. sumayaw sa silong
   g. sayang ang sopas
   h. sino si Sandra
   i. suman, sibuyas at singkamas
   j. simbahang may sahig
   k. sibat, sandok at susi

3. Sing this verse: ("Sitsiritsit")

   Sitsiritsit alibangbang
   Salaginto't salagubang
   Ang babae sa lansangan
   Kung gumiri'y parang tandang.

4. Write this on the board:

   s a
   •⟶

   Proceed with the sound sliding task.

   Add *m* to the word (sam). Do sound sliding. Add *a* to the word (sama). Do sound sliding.

   Praise the children for performing this task.

ACTIVITY 2: Final *s*

1. Say:
"Listen to these words. You'll hear the *s* in them. Tell me if you hear it at the beginning or at the end."

PAKINGGAN ANG MGA SALITANG IT. MARIRINIG NINYO ANG TUNOG NA *s*. SABIHIN NINYO SA AKIN KUNG ANOG TUNOG AY NASA UNAHAN O HULIHAN.

Emphasize the final *s* when you say these words:

ahas, botas, peras, malas

2. Ask the children where they hear the *s* sound. Have them repeat the words, calling attention to the *s* in final position.

ACTIVITY 3: Reading it fast

Note: For more detailed procedures, refer to the Teacher's Handbook.

1. Say:
"Now we're going to do something new. You know a lot of sounds now. Let's see if you can put them together a little faster."

NGAYON AY MAY BAGO TAYONG GAGAWIN. MARAMI NA KAYONG ALAM NA TUNOG. TINGNAN NATIN KUNG MAPAGSASAMA-SAMA NINYO NANG MAS MABILIS ANG MGA TUNOG.

2. Write this on the board:

Do sound sliding. Add *s* to the end of the word (mes). Do sound sliding. Add *a* to the end of the word (mesa). Do sound sliding.

3. Say:
"Listen. I will read this word fast. (Do sound sliding: m→e→s→a.) Read it fast! (Say the word fast: mesa)."

ACTIVITY 3: Reading it fast (Cont.d)

MAKINIG KAYO. BABASAHIN KO NANG MABILIS ANG SALITANG ITO.
(m e s a.) BASAHIN NANG MABILIS: mesa.

Model this task two or three times more to make sure the children understand.

Have the children sound slide m e s a. Say: "Read it fast!"
BASAHIN NANG MABILIS. The children should say the word as a whole entity.

4. Continue with these examples:

a
as
aso

o
os
oso

sa
sam
sama

Note: It is important to do this task slowly until the children have more or less acquired the skill.

ACTIVITY 4: Worksheet

1. Directions:

a. Put your finger under the big dot. Let's follow the arrow and say the sounds together. (Have the children move their fingers while saying the sounds.)

mesa
•⟶

b. Can you read it fast? (Have the children say the word fast.)
c. Now you may color the picture.

OBJECTIVES:

The child will be able to:
1. Read four vocabulary words using the "Reading it fast" method.
2. Read a three-word phrase on a worksheet.

MATERIALS:

AABC: 1. Student Reading Worksheet B, (Student Workbook, page 28)

Others: 1. 5 x 8 index card (4) with these words written on them: aso, oso, mesa, and sama.

VOCABULARY:

Reading Vocabulary:

aso	- dog
mesa	- table
oso	- bear
sama	- 'together' (root word)

SUMMARY OF THE DAY'S ACTIVITIES:

1. Reading words
2. Reading: Reading worksheet

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Activity 2 requires the children to read a phrase on a worksheet. Please refer to instructions given in the Teacher's Handbook.

ACTIVITY 1: Reading words

1. Review "Reading it Fast" procedures by doing an exercise with the children:

   o
   os
   oso

2. Say:
   "Now I'm going to show you a word. I want you to say the sounds with me. Then we'll read it fast."
   NGAYON MAY SALITA AKONG IPAPAKITA SA INYO. SABIHIN NINYO ANG TUNOG NANG KASABAY AKO. PAGKATAPOS ATIN ITONG BABASAHIN NANG MABILIS.

   Hold up the flashcard with *aso*. Put your finger on the dot. Say: "Let's say this sound (a)." 'BIGKASIN NATIN ANG TUNOG NA ITO. Move your finger on the arrow as you and the children say the sounds. Then, read the word fast.

3. Do the same with *mesa*, *sama* and *oso*.

Note: Some children may be able to grasp this skill faster than expected, in which case, they can probably read these words fast without going through the sound sliding process.

ACTIVITY 2: Reading worksheet

1. Directions:

   a. Let's read the first word on our worksheet today. Put your finger on the dot. (Children say the sounds together, following the arrow, then they read the word fast.)

   b. Put your finger on the next dot.
   c. Continue with the rest of the phrase.

aso sa mesa
•⟶ •⟶ •⟶

ACTIVITY 2: Reading worksheet (Cont'd)

Now read the whole thing without stopping. (Children read the phrase.)

d. Where is the dog? (on the table)
e. Draw the dog on the table.

CONCEPT: Needs UNIT TWO: EMOTIONAL NEEDS WEEK: 16 DAY: 1

OBJECTIVES:

The child will be able to:
1. Listen to a story and recognize the story sequence by following the events in a picture worksheet.
2. Share ideas in a discussion.

MATERIALS:

AABC: 1. Student Worksheet, "Nina and Rosa." (Student Workbook, page 29)

VOCABULARY:

kaibigan	- friend
manika	- doll
bahay	- house
bahay-bahayan	- playhouse
mahal	- love

SUMMARY OF THE DAY'S ACTIVITIES:

1. Story with a worksheet

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Oral Language Development Topic: The objects of our love and affection can be people, animals or things.

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ACTIVITY 1: Story with worksheet

1. Introduce the idea of the story by telling the children the following:

   "Today we are going to meet a little girl. Her name is Nina. She has a friend named Rosa. She is going to tell you a story."

   NGAYON, MAYROON TAYONG BAGONG MAKIKILALANG ISANG BATANG BABAE. ANG PANGALAN NIYA AY NINA. MAY KAIBIGAN SIYA. ROSA ANG PANGALAN. NGAYON AY KUKUWENTUHAN NIYA KAYO.

2. Have the children open their workbooks to page 29. (Si Nina).

   Say:
   "That's Nina in the first picture. Now look at the next one. Who is this girl? (Rosa) What does Nina have? (a doll)

   IYAN SI NINA SA UNANG LARAWAN. NGAYON, TINGNAN ANG SUSUNOD. SINO ANG BATANG ITO? (Rosa) ANO ANG DALA NI NINA? (isang manika)

   Ask the children to look at the rest of the pictures on the worksheet. Ask for observations and comments.

3. Tell the children to look at the pictures as Nina tells her story.

   Say:
   "Listen to Nina."
   MAKINIG KAY NINA.

   Row #1:
   "I am Nina."
   AKO SI NINA.

   "This is my friend Rosa."
   ITO ANG AKING KAIBIGAN, SI ROSA.

   "I have a doll. Her name is Marika.
   MAYROON AKONG MANIKA. ANG PANGALAN NIYA AY MARIKA.

ACTIVITY 1: Story with worksheet (Cont'd)

Row #2:
"Sometimes Rosa and I play in our playhouse."
KUNG MINSAN, NAGLALARO KAMI NI ROSA SA AMING BAHAY-BAHAYAN.

"Rosa has a doll, too."
MAY MANIKA RIN SI ROSA.

"We love our dolls very much."
MAHAL NA MAHAL NAMIN ANG AMING MGA MANIKA.

Row #3:
"It's time for Rosa to go home."
ORAS NA UPANG UMUWI SI ROSA.

"Bye, Rosa, I'll see you tomorrow in our playhouse."
O SIGE, ROSA, MAGKIKITA TAYO ULI BUKAS SA ATING BAHAY-BAHAYAN.

"I enjoy playing in my playhouse, but I feel much happier in our house."
GUSTONG-GUSTO KONG MAGLARO SA AKING BAHAY-BAHAYAN, NGUNIT MAS MASAYA AKO SA AMING BAHAY.

4. Ask these comprehension questions:

   a. Who is Nina's friend?
      SINO ANG KAIBIGAN NI NINA?
   b. Where do they play?
      SAAN SILA NAGLALARO?
   c. What do they play with?
      ANO ANG NILALARO NILA?
   d. Do you have a favorite toy that you play with?
      MAYROON BA KAYONG PABORITONG LARUAN?
   e. Do you have friends who come over to play with you?
      MAYROON BA KAYONG MGA KAIBIGAN NA NAGLALARO SA INYONG BAHAY?
   f. Why is Nina happier in her own house?
      BAKIT MAS MALIGAYA SI NINA SA KANILANG BAHAY?
   g. Where do you feel happiest? With whom?
      SAAN BA KAYO PINAKAMALIGAYA? KASAMA NINO?

ACTIVITY 1: Story with worksheet (Cont'd)

In the discussion, be sure to bring out this concept: that the objects of our love and affection can be people, animals or things (toys).

ACTIVITY 2: Worksheet

1. Directions:

Tell the children that they are going to mark some pictures with their pencils.

In the first row, draw a line under the picture where Nina is showing us her doll.

In the second row, draw a line under the picture where Nina and Rosa are playing in the playhouse.

In the third row, draw a line under the picture that shows us Nina saying good-bye to Rosa.

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CONCEPT: Needs UNIT TWO: EMOTIONAL NEEDS WEEK: 16 DAY: 2

OBJECTIVES:

The child will be able to:
1. Recall the sounds *m* and *s*.
2. Hear and produce the sound *n*.
3. Identify the letter representing the sound *n*.
4. Write the letter *n*.

MATERIALS:

AABC:
1. Flashcards, "*m*, *s*, and *n* Sounds" (page 206-207)
2. Chart, "*n* Vocabulary"
3. Student Writing Worksheet, "*n*" (Student Workbook, page 30)

VOCABULARY:

Chart Vocabulary:

nanay - mother
niyog - coconut
nars - nurse
nipa - nipa grass
noo - forehead

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: *m* and *s*
2. Phonics lesson: *n*
3. Sound sliding and Reading it fast.
4. Phonics lesson: Final *n*
5. Worksheet: Writing *n*

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Review *m* and *s*

1. Show the *m* and *s* flashcards. Ask the children if they remember the two sounds. Hold up *m* and ask them what it is. Do the same for *s*.

2. Say:
"I'll say some words. If the word starts with *m*, stand up. If it starts with *s*, clap once."

   MAY SASABIHIN AKONG MGA SALITA. KUNG ANG SALITA AY NAGSISIMULA SA *m* TUMAYO KAYO. KUNG SA *s* NAMAN, PUMALAKPAK KAYO NG ISANG BESES LAMANG.

   Say some words that start with either *m* or *s* to test auditory discrimination.

ACTIVITY 2: Learning *n*

1. Ask the children to listen to these words: nanay, niyog, nipa, nars. Tell them that they all start with the same sound. Say the words again and ask them what they hear at the beginning of the words. (*n*)

2. Hold up *n* flashcard. Say: "This is *n*." ITO AY *n*. Children repeat the sound several times.

3. Proceed following "Teaching Sounds" directions.

   n words to say orally: nanay, nars, nipa, niyog, noo

   n words on chart: same as above

ACTIVITY 3: Sound sliding and Reading it fast

1. Write this on the board:

   na
   •⟶

   Do sound sliding exercise. Continue with other vowels: ne ni no nu

ACTIVITY 3: Sound sliding and Reading it fast (Cont'd)

2. Write this on the board:

   nasa
   •⟶

   Do sound sliding and reading it fast.

   Put a book on the table. Ask: "Where is the book? NASAAN ANG LIBRO? (On the table - NASA MESA)

   Put a pencil on the chair. Ask: "Where is the pencil?" NASAAN ANG LAPIS? (On the chair - NASA SILYA)

   Call attention to the word on the board when the children say "*Nasa* mesa/silya."

ACTIVITY 4: Final *n*

1. Ask the children to listen to these words. Tell them to listen to the *n* sound:

   saan, daan, bilhan, ulan, ilan

   Ask them if they hear it at the beginning or at the end. Have the children repeat the words with you.

2. Write this on the board:

   an
   •⟶

   Do "sound sliding" and "reading it fast." (*Note*: At this point, if the children are able to read the word fast, omit sound sliding.)

   Write this in front of *an:*

   sa (an)
   •→ •⟶

   Ask the children if they can read the whole word by themselves. If not, do sound sliding by syllable and tell them to put the syllables together.

ACTIVITY 4: Final *n* (Cont'd)

3. Say this verse as an exercise on final *n*:

Si Juan Tinibán
Sumibad sa daán
Ang lakas ng ulan
Nabasa ang tiyan.

Ask the children which words end in *n*. Have them repeat the verse after you until mastered.

ACTIVITY 5: Worksheet

Directions:

Show the children how to form the letter *n* on the board. Identify the sound. Have the children do the writing task on their worksheets.

CONCEPT: Needs UNIT TWO: EMOTIONAL NEEDS WEEK: 16 DAY: 3

OBJECTIVES:

The child will be able to:
1. Be able to hear and produce the sound *r* and be able to identify the letter representing that sound.
2. Be able to read three words that contain the sound *r*: nara, mara, sara.
3. Be able to write the letter *r* by tracing and copying models on a worksheet.

MATERIALS:

AABC: 1. Flashcards, "*r* Sound" (page 207)
2. Chart, "*r* Vocabulary"
3. Student Writing Worksheet, "*r*" (Student Workbook, page 31)

Other: 1. Three 5 x 8 index cards with these syllables written on them: na, ma, sa

VOCABULARY:

Chart Vocabulary:

reyna	- queen
radyo	- radio
regalo	- present, gift
rosas	- rose
relo	- clock
repolyo	- cabbage

SUMMARY OF THE DAY'S ACTIVITIES:

1. Phonics lesson: *r*
2. Sound sliding and Reading words
3. Worksheet: Writing *r*

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Initial *r* occurs only in borrowed words from Spanish and English. The sound /r/, however, occurs as an allophonic variant of /d/ when sounded between two vowels. Example: dami - ma*r*ami, damdam - paki*r*amdam

ACTIVITY 1: Learning *r*

1. Introduce the sound *r* by having a display of some pictures or objects whose names start with *r:* picture of a rose, picture of a head of cabbage, the clock in the room, or a picture of a queen.

   Point to a picture of the rose and ask: "What flower is this?" ANONG BULAKLAK ITO? Identify the flower (rosas) if the children do not know it.

   Point to the clock on the wall and ask what it is. (relo) Continue with other examples you have in hand.

2. Name all the objects again and say that they all start with the same sound. Hold up *r* flashcard and identify the sound: "This is *r*." ITO AY *r*.

3. Proceed following "Teaching Sounds" directions:

   r words to say orally: reyna, radyo, rosas, relo, regalo, repolyo

   r words on chart: same as above

4. Say this verse to practice the *r* sound:

   Ang reyna sa tore
   Nahulog ang arete
   Pinulot ng hari
   Korona nito'y nabali.

   Ask some questions about the verse and explain some words. "Where was the queen? (in a tower) "What is a tower?" *Arete* - earring (synonym - *hikaw*) "Who picked up the earring?" *Korona* - crown "What happened to the king's crown."

   NASAAN ANG REYNA? (sa tore) ANO ANG TORE? SINO ANG PUMULOT NG ARETE? ANO ANG NANGYARI SA KORONA NG HARI?

   Say the verse again and ask the children which words contain the *r* sound. Have the children recite the verse with you.

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ACTIVITY 2: Sound sliding and Reading words

1. Do sound sliding exercise with the vowels: ra re ri ro ru

2. Write this on the board:

   ra
   •⟶

   Ask the children to identify the "word." Tell them that you are going to put something in front of it and for them to look carefully so they can read the word fast.

   Put the index card with *na* beside the *ra* on the board.

   $\boxed{\text{na}}$ ra
   •⟶

   Ask: "Can you read this word?"
   MABABASA BA NINYO ITO?

   Change the first syllable and put the index card with *ma* beside the *ra*. Ask children to read the word. Do the same with *sa*. (*Note*: If children cannot read the words fast, do sound sliding first.)

   Repeat the exercise, changing the first syllable a little faster. Supply information on the words: nara is a tree - ANG NARA AY ISANG PUNO. Sara and Mara are girls' names - SARA AT MARA AY MGA PANGALAN NG BABAE.

ACTIVITY 3: Worksheet

Directions:

Show the children how to form the letter *r* on the board. Identify the sound. Have the children do the writing task on their worksheets.

CONCEPT: Needs UNIT TWO: EMOTIONAL NEEDS WEEK: 16 DAY: 4

OBJECTIVES:

The child will be able to:
1. Recall the sounds *m*, *s*, *n* and *r*.
2. Read three words using the "Reading it fast" method: nina, rosa, saan.
3. Write the missing sounds in words.

MATERIALS:

AABC: 1. Flashcards, "*m*, *s*, *n* and *r* Sounds" (page 206-207)
2. Student Worksheet, "Drawing a line to *n* or *r*," (Student Workbook, page 32)
3. Student Worksheet, "Writing Missing Words" (Student Workbook, page 33)

Other: 1. Index cards on which the following are written: *m*, *s*, *n* or *r*.

VOCABULARY:

Reading Vocabulary:

nina
rosa
saan - where?

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: *m*, *s*, *n*, *r*
2. Reading words
3. Worksheets: Drawing a line to *n* or *r*
   Writing missing words

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: **Review** *m, s, n, r*

1. Put the four flashcards in a chart pocket. Have the children identify the sounds.

2. Play an auditory-visual discrimination game.

   Pass out index cards on which you have written *m*'s, *s*'s, *r*'s and *n*'s. Each child should get a card with one of those sounds.

   The teacher says a word that starts with one of the sounds (Example: *s*). All the children with *s* cards stand up, run to the teacher and give her their cards. Do the same for the other sounds. When all the cards are in, pass them out again so each child will get a different sound.

ACTIVITY 2: Reading words

1. Show a copy of the worksheet used in Day 1 to the children. Ask them to recall the two girls in the story (Nina and Rosa). Briefly review the events in the story.

2. Say:
   "Now, I'm going to write Nina's name on the board. Let's see if you can read it."

   NGAYON, ISUSULAT KO ANG PANGALAN NI NINA SA PISARA. TINGNAN NATIN KUNG MABABASA NINYO.

   n i n a
   •⟶

   (*Note*: Do *not* use capital letters. They will be taught in First Grade.)

   Have the children sound out the word (sound sliding) and read it.

   Say:
   "And this is Rosa's name."
   AT ITO ANG PANGALAN NI ROSA.

   r o s a
   •⟶

   Have the children sound out and read the word.

ACTIVITY 2: Reading words (Cont'd)

Say:
"And here's a word we read the other day."
AT ETO ANG SALITANG BINASA NATIN NOONG ISANG ARAW.

s a a n
•———→

(*Note*: Leave a little space between the a's.)

Have the children sound out and read the word.

3. Ask the children to read all three words. Call on each child to read.

ACTIVITY 3: Worksheets

1. *Directions:* Look at the pictures. Say the name of each picture. Draw a line from the picture to the sound it starts with.

   TINGNAN ANG MGA LARAWAN. SABIHIN ANG PANGALAN NG BAWAT LARAWAN. MAGLAGAY NG GUHIT SIMULA SA LARAWAN PATUNGO SA SIMULANG TUNOG.

2. *Directions:* Who is the girl on the left? (Nina) Who is the girl on the right? (Rosa) What's in the middle? (a table)

   Can you write the girls' names and the word for table in the blanks?

   SINO ANG BATANG BABAE SA KALIWA? SINO ANG BATANG BABAE SA KANAN? ANO ANG NASA GITNA?

   PUWEDE BA NINYONG ISULAT ANG MGA PANGALAN NILA AT ANG SALITANG *MESA*?

CONCEPT: Needs UNIT TWO: EMOTIONAL NEEDS WEEK: 16 DAY: 5

OBJECTIVES:

The child will be able to:
1. Recite a poem.
2. Read two three-word sentences on a worksheet (Saan si Nina, Saan si Rosa).

MATERIALS:

AABC: 1. Student Reading Worksheet C (Student Workbook, page 34)

Others: 1. Pictures of a pineapple, hamburger and chicken stew.

VOCABULARY:

Reading Vocabulary:

saan si nina - Where is Nina?
saan si rosa - Where is Rosa?

SUMMARY OF THE DAY'S ACTIVITIES:

1. Poem: "Nito, Niyan, Noon"
2. Reading worksheet

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Poem

1. Tell the children that you have a poem to recite to them and that they should listen carefully. Put the picture of the pineapple near you, the picture of the chicken stew on the chalk ledge and the picture of the hamburger far from both you and the children.

   Recite the poem "Nito, Niyan, Noon" pointing to the pictures at the appropriate time.

   ### NITO, NIYAN, NOON

   Ang sabi ng nanay ni Nina
   Habang binabalatan ang pinya
   "Pampalusog ang pinya, kumain ka nito."
   Ang sabi ni Nina, "Opo, inay,
   Pampalusog ang pinya, kakain ako nito."

   Ang sabi ng nanay ni Rosa
   Habang nagluluto ng tinola
   "Masarap ang tinola, kumain ka niyan."
   Ang sabi ni Rosa, "Opo, inay,
   Masarap ang tinola, kakain ako niyan."

   Ang sabi ng nanay ni Roger
   Habang pinipirito ang hamburger
   "Pag naluto ang hamburger, kumain ka noon."
   Ang sabi ni Roger, "Ayoko ng hamburger,
   Hindi ako kakain noon."

2. Ask questions about the poem: who liked what, what the mothers said, etc.

3. Tell the children that you are going to recite the poem again. This time, they are to say Nina's, Rosa's, and Roger's lines. You may have to guide them the first time around.

   Recite the first three lines, then after saying "Ang sabi ni Nina/Rosa/Roger," point to the children. They are to recite the rest of the stanza.

ACTIVITY 2: Reading worksheet

Directions: Let's read the first word on our worksheet today. Put your finger on the dot.

BASAHIN NATIN ANG ISANG SALITA. ILAGAY ANG DALIRI SA TULDOK.

Children say the sound together, following the arrow, then they read the word fast. If they can read the word, skip sounding out.

Continue with the rest of the story.

saan si nina

saan si rosa

Where is Nina? (in the playhouse)

Where is Rosa? (in the playhouse)

Do individual reading. Have children color the picture.

CONCEPT: Needs UNIT TWO: EMOTIONAL NEEDS WEEK: 17 DAY: 1

OBJECTIVES:

The child will be able to:

1. Draw conclusions from picture clues.
2. Share ideas in a discussion.
3. Recall the sounds previously learned.

MATERIALS:

AABC:

1. Student Worksheet, "Sharing," (Student Workbook, page 35)
2. Flashcards, (sounds previously learned)
3. Student Worksheet, "Writing Initial Sound," (Student Workbook, page 36)

VOCABULARY:

maramot - selfish

These are some root words that express sharing or aspects of sharing in Pilipino:

salo	(makisalo)
sama	(makisama)
sali	(makisali)
gamit	(ipagamit)
hiram	(magpahiraman)
bahagi	(makibahagi)

SUMMARY OF THE DAY'S ACTIVITIES:

1. Worksheet & Discussion: Sharing with People.
2. Review: Sounds previously learned.
3. Worksheet: Writing initial sounds.

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Week 17 is review week. Two tests are provided in the lessons to determine how much the children have learned. Most of the lessons are brief to allow time for the teacher to do remedial activities if necessary.

Oral Language Development Topic: It is important to share with other people.

ACTIVITY 1: Drawing conclusions from picture clues

1. Prepare the children for this activity through a discussion.

   Say:
   "Sometimes, we can tell by looking at a picture how a person feels. How can you tell when somebody is sad? How can you tell when somebody is happy? How can you tell when a child is having fun with his friends?"

   KUNG MINSAN MAKIKITA NATIN SA PAMAMAGITAN NG PAGTINGIN SA LARAWAN NG ISANG TAO KUNG ANO ANG KANIYANG NARARAMDAMAN. PAANO NINYO MASASABI KUNG ANG ISANG TAO AY MALUNGKOT? KUNG ANG ISANG TAO AY MASAYA? PAANO NINYO MASASABI KUNG ANG ISANG BATA AY NALILIGAYAHAN NA KASAMA ANG KANYANG MGA KAIBIGAN?

2. Have the children open their workbooks to page 35.

   Say:
   "Look at the picture at the top. What are the children doing? Are they happy? Are they having fun? How can you tell? Are they sharing the jump rope with one another? What would you do if you had a toy and your friends came over to your house?"

   TINGNAN ANG LARAWAN SA ITAAS. ANO ANG GINAGAWA NG MGA BATA? MASAYA BA SILA? PAANO NINYO MASASABI? NAGPAPAHIRAMAN BA SILA NG LUKSONG LUBID? ANO ANG GAGAWIN NINYO KUNG MAYROON KAYONG LARUAN AT NAGPUNTA ANG INYONG MGA KAIBIGAN SA INYONG BAHAY?

3. Say:
   "Now look at the picture at the bottom of the page. What is happening? Is the boy playing with the other children? Is he happy? How can you tell? Are the other children having fun? How can you tell? What could the boy do? What would you do if you were this boy? Would you share your toy with the other children?"

   NGAYON, TINGNAN ANG LARAWAN SA IBABA NG PAHINA. ANO ANG NANGYAYARI? NAKIKIPAGLARO BA ANG BATANG LALAKI SA IBANG BATA? MASAYA BA SIYA? PAANO NINYO MASASABI? MASAYA BA ANG IBANG BATA? PAANO NINYO MASASABI?

ACTIVITY 1: Drawing conclusions from picture clues (Cont'd)

ANO ANG MAAARING GAWIN NG BATA? ANO ANG GAGAWIN NINYO KUNG KAYO ANG BATANG LALAKI? IPAPAHIRAM BA NINYO ANG LARUAN NINYO SA IBANG BATA?

4. Discuss the importance of sharing with other people, and the things children might share with other children (toys, books, food, time, etc.). Compare selfishness and giving-and-taking and let children discuss their effects and consequences. Ask the children to name some things in the room that they could share with other children.

ACTIVITY 2: Reviewing the sounds

1. Put all the vowel flashcards and *m, s, n* and *r* in a chart pocket. Have the children identify the sounds as you point to them.

2. Play a game: Call on a child. Point to a sound. The child tells you a word that starts with that sound.

3. Review sound sliding. (*Note*: No arrow is to be used, simply a dot under the first sound. However, the teacher should still move her finger or her pointer under the sounds as children do sound sliding.)

   Write this on the board:

   $\underset{\bullet}{n}$ a m

   Do sound sliding.

   Do other examples:

   $\underset{\bullet}{a}$ m i $\underset{\bullet}{r}$ o s

   $\underset{\bullet}{s}$ a n $\underset{\bullet}{m}$ e s

   (*Note*: This is a sound sliding exercise *only*. It does not require the children to read the words fast.)

ACTIVITY 3: Worksheet

Directions: Look at the pictures. Say the name of the picture and write the sound that it starts with on the bottom. (Help the children with the first few examples.)

CONCEPT: Needs UNIT TWO: EMOTIONAL NEEDS WEEK: 17 DAY: 2

OBJECTIVES:

The child will be able to:
1. Read words presented in previous lessons.
2. Recognize and mark initial sounds in a test worksheet and answer all the test items correctly.

MATERIALS:

AABC: 1. Student Test Worksheet, Initial Sounds," (Student Workbook, page 37)

VOCABULARY:

Reading Vocabulary (Review):

aso - dog
si - personal name marker
nasa - in, on
Nina
Rosa
saan - where?
mesa - table

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: Reading words
2. Test worksheet: Initial sounds

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Reviewing reading words

1. Write these words on the board: aso, si, nasa, rosa, nina, mesa and saan.

   Ask the children to look at the first word and to read it. (*Note*: This activity tests the children's ability to recognize words familiar to them and to read them fast. If they are unable to, use sound sliding and reading it fast procedures.)

   Use the word in meaningful context. Example: Puti ang aso ni Rosa.

2. Proceed with the other words.

3. Call on individual children to find and point to a word on the list.

ACTIVITY 2: Test Worksheet

1. Prepare the children for the task by writing these letters on the board:

   a o n i m

   Say:
   "Look at these sounds. Draw a circle around the sound you hear at the beginning of the word mansanas." (Say the word without exaggerating or separating the initial *m* sound.)

   TINGNAN ANG MGA TUNOG NA ITO. BILUGAN ANG TUNOG NA NARIRINIG NINYO SA SIMULA NG SALITANG *MANSANAS*.

   Call on a child to do this exercise on the board. (Child circles *m*)

   Say:
   "Put an X on the sound you hear at the beginning of *aso*." Call on another child.

   LAGYAN NG X ANG TUNOG NA NARIRINING NINYO SA SIMULA NG SALITANG *ASO*.

2. Pass out pencils. Have the children open their workbooks to page 37. (Test).

ACTIVITY 2: Test Worksheet (Cont'd)

Say:
"Find the first row on top, the one that has a happy face. Point to each sound as I say it: *a, o, n, i, m*. Draw a circle around the sound you hear at the beginning of mansanas. Which one did you circle? Does your first row look just like the one on the board? Let's do the others."

HANAPIN ANG UNANG HANAY SA IBABAW, IYONG MAY MASAYANG MUKHA. ITURO ANG BAWAT TUNOG HABANG AKING BINIBIGKAS: *a, o, n, i, m*. BILUGAN ANG TUNOG NA NARIRINIG NINYO SA SIMULA NG SALITANG MANSANAS. ANO ANG BINILUGAN NINYO? ANG UNANG HANAY BA NINYO AY TULAD NG NASA PISARA? GAWIN NATIN ANG IBA.

3. Say:
"Now move your pencil to the second row. Draw a circle around the sound you hear at the beginning of *ahas*."

NGAYON, ILIPAT ANG INYONG LAPIS SA PANGALAWANG HANAY. BILUGAN ANG TUNOG NA NARIRINIG NINYO SA SIMULA NG SALITANG *AHAS*.

4. Continue with the rest of the numbers, always giving this direction before you say the key word:

"Draw a circle around the sound at the beginning of ________________."
BILUGAN ANG TUNOG NA NARIRINIG NINYO SA SIMULA NG SALITANG ___________."

3 - niyog
4 - oso
5 - manok
6 - ulan
7 - relo
8 - elepante
9 - sapatos
10 - ilog

5. Collect the worksheets and check the children's responses. If some children had any difficulty with the test, provide review exercises on the sounds they missed.

CONCEPT: Needs UNIT TWO: EMOTIONAL NEEDS WEEK: 17 DAY: 3

OBJECTIVES:

The child will be able to:
1. Use *Ang* with nouns previously learned.
2. Write the sounds dictated by the teacher.

MATERIALS:

AABC: 1. Flashcards and Teaching Pictures (Those used in Previous Lessons)
Others: 1. Hand writing paper.

VOCABULARY:

Reading Vocabulary:

Ang - noun marker

SUMMARY OF THE DAY'S ACTIVITIES:

1. Reading lesson: Ang
2. Writing: Sounds dictated by the teacher.

GRAMMATICAL STRUCTURES:

Ito *ang* + noun

NOTES AND EXPLANATIONS:

The marker *Ang* is taught as a sight word in today's lesson. *Ang* marks the element (actor, object, location, benefactor) that is in focus in a sentence, e.g., Bumili *ang* tatay ko ng kotse. (Actor is in focus.) Binili ng tatay ko *ang* kotse. (Object is in focus.)

ACTIVITY 1: Learning *Ang*

1. (*Note*: *Ang*, like *ng* and *mga* in future lessons, is to be taught as a sight word to the children.)

   Write *ang* on the board.

   Say:
   "I want you to read a word for me today. This word is *ang* (pronounce the entire word). Say it with me."

   BASAHIN NATIN ANG SALITANG ITO. ANG SALITANG ITO AY *ang*. SABIHIN NINYONG KASABAY AKO.

   Point to the word as the children repeat it. Have the children say the word several times.

2. Flash pictures of fruits, vegetables, vehicles, clothing, etc. used in previous lessons. As you show the pictures, identify them by using this structure:

   Ito *ang* mansanas. (This is the apple.)

   Have the children repeat the sentences, practicing the *Ang* marker.

3. Write this on the board:

   ang aso

   Read the phrase to the children calling attention to the word *ang*. Have the children read the phrase.

   Continue with: ang mesa   ang oso

ACTIVITY 2: Writing sounds

1. Pass out handwriting paper. Tell the children that they are to write some sounds on their paper. Remind them to listen very carefully.

2. Produce the sound *a*.

   Ask:
   "Can you write that on your paper? I'll say it again."
   MAISUSULAT BA NINYO ITO SA PAPEL? BIBIGKASIN KONG MULI.

   Help the children write the letter on their paper.

3. Do the same for:

   m s e o r u n i

CONCEPT: Needs UNIT TWO: EMOTIONAL NEEDS WEEK: 17 DAY: 4

OBJECTIVES:

The child will be able to:
1. Read words on flashcards.
2. Arrange flashcard according to word order given in a phrase.
3. Read a two-phrase story: Ang aso sa mesa ang aso ni nina.

MATERIALS:

AABC: 1. Student Reading Worksheet D, (Student Workbook, page 38)

Others: 1. 5 x 8 index cards with reading vocabulary words written on them.

VOCABULARY:

Reading Vocabulary:

ang	- noun marker
aso	- dog
mesa	- table
Nina	
sa	- in, on
ni	- personal noun marker

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: Reading words
2. Reading worksheet

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Reviewing words

1. Show the index cards on which you have written the reading words for the day: ang, aso, mesa, nina, sa and ni.

   Go over the words with the children. If the children are able to read the words fast, proceed to the next part of the activity. If not, do sound sliding and reading it fast.

2. Put the index cards on the chalk ledge at random.

   Say:
   "I'm going to say some words. See if you can find them and arrange them in the chart pocket."

   BIBIGKAS AKO NG ILANG SALITA. TINGNAN NINYO KUNG MAKIKITA NINYO ANG MGA SALITANG ITO AT AYUSIN NINYO SA MGA BULSA NG TSART.

   Say:
   ANG ASO.

   Ask:
   "What word did I say first? (Ang) Where is it? What word did I say next? (aso) Where is it? Now let's see if we can arrange these words in the chart pocket."

   ANONG SALITA ANG BINIGKAS KONG UNA? (Ang) NASAAN IYON? ANO ANG SUMUNOD KONG BINIGKAS? (aso) NGAYON, TINGNAN KO KUNG MAAAYOS NATIN ANG MGA SALITANG ITO SA MGA BULSA NG TSART.

   Put the card in the chart pocket following the word order in the phrase. Read the phrase to the children. Ask the children if they understand the directions.

   Continue with: sa mesa, ni nina, ang mesa, sa aso.

   Call on individual children to perform the exercise. After arranging the cards in the right order, ask the child to read the phrase.

ACTIVITY 2: Reading worksheet

Directions: Let's read the first word on our worksheet. Put your finger under the word. What is the word? (Ang)

BASAHIN NATIN ANG UNANG SALITA. ILAGAY ANG DALIRI SA ILALIM NG SALITA. ANO ANG SALITA? (Ang)

(Continue with the rest of the story. These words should be familiar to the children and no difficulty should arise. If some children cannot read the words fast, go slowly and ask them to do sound sliding and reading it fast.)

ang aso sa mesa

ang aso ni nina

Whose dog is it? (Nina's) Kaninong aso ito?

Where is the dog? (on the table) Nasaan ang aso?

Do individual reading. Have the children color the picture.

CONCEPT: Needs UNIT TWO: EMOTIONAL NEEDS WEEK: 17 DAY: 5

OBJECTIVE:

The child will be able to:
1. Match words in a test worksheet and answer 75% of the test items correctly.

MATERIALS:

AABC: 1. Student Test Worksheet, "Reading Words," (Student Workbook, page 39)

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Test Worksheet: Matching words

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Only one activity is provided in this lesson. The teacher may wish to review sounds, words, songs and poems previously learned by the children after the test.

ACTIVITY 1: Test worksheet

1. Prepare children for the task by writing the following on the board:

mesa | sesa mesa misa rosa

Say:
"Look at the first word in the row, the one that is separated by this bar (point to the bar). Let's read the word. (mesa) Now look at the other words in the row carefully to find the word that's like the first one we just read. Which one is the same as the first word in the row? Let's draw a circle around it. (Draw a circle around mesa.)"

TINGNAN ANG UNANG SALITA SA HANAY, NA PINAGHIHIWALAY NG GUHIT NA ITO (ituro and guhit). BASAHIN NATIN ANG SALITA. NGAYON, TINGNANG MABUTI ANG IBANG SALITA SA HANAY AT HANAPIN ANG SALITANG TULAD NG UNANG SALITA SA HANAY. BILUGAN NATIN ANG SALITA. (Bilugan ang salitang mesa.)

2. Have the children open their workbooks to page 39.(Test). Tell them to use the left index finger to point to the words on the left and to use the right index finger to point to each of the other words.

Say:
"Look at the first row on top. Point to the first word (remind them to use their left index finger). What is the word? (mesa) With your right index finger, point to each of the other words until you find the one that's the same as the first word. Draw a circle around it."

TINGNAN ANG UNANG HANAY SA ITAAS. ITURO ANG UNANG SALITA. ANO ANG SALITA? (mesa) SA PAMAMAGITAN NG INYONG KANANG HINTUTURO, ITURO ANG BAWAT IBANG SALITA HANGGANG SA MATAGPUAN NINYO ANG TULAD NG UNANG SALITA. BILUGAN ITO.

3. Continue with the other numbers. Always read the first word with the children. Then tell them to circle the other word that is just like the first.

aso sa saan mara ni
nina ang si rosa

UNIT 3: ECOLOGICAL NEEDS

CONCEPT: Needs UNIT THREE: ECOLOGICAL NEEDS WEEK: 18 DAY: 1

OBJECTIVES:

The child will be able to:
1. Listen to a story with interest, comprehension and enjoyment.
2. Share ideas in a discussion.
3. Hear and produce the sound *k*.
4. Identify the letter representing the sound *k*.

MATERIALS:

AABC:
1. Storybook, "Si Kim."
2. Flashcard, "*k* Sound." (page 207)
3. Chart, "*k* Vocabulary."

VOCABULARY:

ang ating paligid	- our environment
kumunidad	- community
kalikasan	- nature

Chart Vocabulary:

kuneho	- rabbit
kabayo	- horse
kama	- bed
kamay	- hand
kotse	- car
kandila	- candle

SUMMARY OF THE DAY'S ACTIVITIES:

1. Story: "Si Kim"
2. Phonics lesson: *k*
3. Rhyming exercises

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Oral Language Development Topic: Our environment is made up of many elements.

ACTIVITY 1: Story

1. Read the story "Si Kim."

2. Ask these comprehension questions:

    a. Where is Kim going?
    SAAN PUPUNTA SI KIM?
    b. What did she see?
    ANO ANG NAKITA NIYA?
    c. Where was she coming from?
    SAAN SIYA GALING?
    d. Where did her family used to live?
    SAAN DATING NAKATIRA ANG PAMILYA NI KIM?
    e. Where do they live now?
    SAAN SILA NAKATIRA NGAYON?
    f. What did she remember?
    ANO ANG NAALAALA NIYA?
    g. What is a field?
    ANO ANG BUKID?
    h. What do people do there?
    ANO ANG GINAGAWA NG MGA TAO DOON?
    i. Have you seen a carabao? Describe it.
    What does it do?
    NAKAKITA NA BA KAYO NG KALABAW? ILARAWAN ANG KALABAW.
    ANO ANG GINAGAWA NG KALABAW?
    j. Have you been outside on a nice day?
    NAKAPAGLARO NA BA KAYO SA LABAS KAPAG MAGANDA ANG PANAHON?
    k. What things did you do/see/hear?
    ANU-ANO ANG GINAWA/NAKIT/NARINIG NINYO?

3. When discussing the events in the story, make children aware of their surroundings: what they see, hear, smell. Talk about what they see around the school, their neighborhood and other places they may have gone with their families. Develop an appreciation for the environment. If they have any memories of the Philippines, ask them to recall what it looked like. Direct the children to conclude that wherever we are, in the Philippines or in the United States, the same beautiful things in nature are around us.

ACTIVITY 2: Learning *k*

1. Show the *k* flashcard to the children and tell them that they are going to learn a new sound. Identify the sound: "This is *k*." ITO ANG *k*. Children repeat the sound several times.

2. Proceed following "Teaching Sounds" directions.

   k words to say orally: kuneho, kabayo, kamay, kalabasa, kendi, kilay kumot, kamatis

   k words on chart: kuneho, kabayo, kama, kamay, kotse, kandila

3. Say these phrases with the children to practice initial *k*:

   kunin ang kuneho
   kainin ang kamatis
   kulayan ang kahon
   kumilos ang kamay
   kapitang kidlat
   kampanang kawayan

ACTIVITY 3: Rhyming

Note: The stop sounds found in the Needs units (*k*, *d* and *t*) are introduced in a rhyming series to facilitate linking with the vowel sounds. Unlike the other sounds thus far presented, the stops cannot be held then blended with the vowels.

1. Write this rhyme series on the board:

   ma
   ra
   sa
   na
   ka

ACTIVITY 3: Rhyming (Cont'd)

Say:
"I'm going to read these words to you. Watch and listen."
BABASAHIN KO ANG MGA SALITANG ITO. MASDAN AT MAKINIG NA MABUTI.

Point to the words as you read them: "ma, ra, sa, na..."

Then say: "What's this?" ANO ITO? as you point to *ka*. Children should be able to identify the "word".

If they are unable to do so, repeat the process until they understand the rhyming series.

2. Continue with:

ne
se
re
ke

mi
ni
si
ki

ro
mo
so
ko

nu
ru
mu
ku

CONCEPTS: Needs UNIT THREE: ECOLOGICAL NEEDS WEEK: 18 DAY: 2

OBJECTIVES:

The child will be able to:
1. Interpret events in a picture.
2. Contribute information for an experience story.
3. Recall the marker *ang* and the *k* sound

MATERIALS:

AABC:
1. Student Worksheet, "On the Beach." (Student Workbook, page 40)
2. Flashcard, "*K* Sound." (page 207)
3. Chart, "*K* Vocabulary."

VOCABULARY:

aplaya tabing-dagat	beach
araw	- sun
dagat	- ocean
maaraw	- sunny

SUMMARY OF THE DAY'S ACTIVITIES:

1. Story and Worksheet: "On the Beach"
2. Writing an experience story.
3. Review: *Ang* and *k*

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Interpreting events in a story

1. Prepare the children for this activity by discussing the different things people do in warm weather: going to the beach, swimming, going to the park, having a picnic, etc.

   Say:
   "Today, we have a story about three children. Let's see what they are doing."

   NGAYON AY MAYROON TAYONG KUWENTO TUNGKOL SA TATLONG BATA. TINGNAN NATIN KUNG ANO ANG KANILANG GINAGAWA.

2. Have children open their workbooks to page 40. (On the Beach).

   Ask these questions:

   How many children do you see?
   ILANG MGA BATA ANG NAKIKITA NINYO?
   Where are they?
   NASAAN SILA?
   How did they get there?
   PAANO SILA NAPUNTA ROON?
   What kind of weather is it?
   ANO NAMAN ANG LAGAY NG PANAHON?
   How do you know?
   PAANO NINYO NALAMAN?
   How are they dressed?
   ANO ANG SUOT NG MGA BATA?
   What are they doing?
   ANO ANG KANILANG GINAGAWA?
   What do you suppose will happen next?
   ANO SA PALAGAY NINYO ANG MANGYAYARI PAGKATAPOS?
   Are they having fun?
   MASAYA BA SILA?
   How do you know?
   PAANO NINYO MASASABING MASAYA SILA?

ACTIVITY 3: Reviewing *Ang* and *k* (Cont'd)

Follow instructions given in Activity 3, WEEK 18, DAY 1. Do the rhyming series and continue with other vowels.

CONCEPT: Needs UNIT THREE: ECOLOGICAL NEEDS WEEK: 18 DAY: 3

OBJECTIVES:

The child will be able to:
1. Recall the sound *k*.
2. Write the letter *k*.

MATERIALS:

AABC:
1. Flashcards, *k* and all previous sounds presented.
2. Student Writing Worksheet, K. (Student Workbook, page 41)

VOCABULARY:

dito	here
diyan	there
doon	there (yonder)

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: *k*
2. Game
3. Worksheet: Writing *k*

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Reviewing *k*

1. Show all the flashcards of the sounds already learned. Have the children identify all the sounds, including *k*.

2. Play a guessing game. Ask the children to supply words that start with *k* as you give oral clues like:

   "What word beginning with sound *k* is:
   ANO ANG SALITANG NAGSISIMULA SA TUNOG NA *k* ANG:

   a. an animal that cowboys ride on? (kabayo)
      HAYOP NA SINASAKYAN NG MGA KOWBOY?
   b. something we sleep in? (kama)
      GINAGAMIT NATIN SA PAGTULOG?
   c. something sweet we buy at the store? (kendi)
      ISANG BAGAY NA MATAMIS NA BINIBILI NATIN SA TINDAHAN?
   d. a red vegetable that has a lot of seeds inside? (kamatis)
      ISANG PULANG GULAY NA MARAMING BUTO SA LOOB?
   e. an animal with long ears that helps all day long? (kuneho)
      ISANG HAYOP NA MAY MAHAHABANG TENGA AT PATALONG-TALON MAGHAPON?
   f. something we ride in? (kotse)
      ISANG BAGAY NA ATING SINASAKYAN?
   g. something we put things in (kahon)
      ISANG BAGAY NA PINAGLALAGYAN NATIN NG MGA KUNG ANU-ANONG GAMIT?

3. Review the rhyme series if the children have not mastered blending the *k* with the vowels:

   ma
   ra
   sa
   ka

ACTIVITY 2: Game

1. Form a circle with the children. Tell them that they are going to play a game called "Hanapin si Ginoong Kuneho" (Looking for Mr. Rabbit).

ACTIVITY 2: Game (Cont'd)

2. Demonstrate the game by starting with this sentence:
"Mr. Rabbit is lost and I can't find him. Where could he be? Oh, there he went beside Jerry!"

NAWAWALA SI G. KUNEHO AT HINDI KO SIYA MAKITA. NASAAN KAYA SI G. KUNEHO? AHA! NAGPUNTA DIYAN SA TABI NI JERRY!

Jerry says:
"Mr. Rabbit isn't here; he ran over to Mila."
WALA DITO (RITO) SI G. KUNEHO. TUMAKBO DOON (ROON) SA TABI NI MILA.

Mila says:
"Mr. Rabbit isn't here. He hid over there behind Mary.
WALA DITO SI G. KUNEHO. NAGTAGO DIYAN SA LIKOD NI MARY.

And so on. Encourage the children to use different action verbs in their responses.

3. The object of the game is for the child whose name is called to keep the ball rolling by responding at once. If he hesitates, he becomes "it" and is given a light punishment (run around the circle, etc.)

4. You may end the game by saying:
"Aha, this is where Mr. Rabbit hid!
AHA, DITO PALA NAGTAGO SI G. KUNEHO!

Flash a picture of a rabbit which you have placed in a convenient hidden location before the start of the game.

ACTIVITY 3: Writing Worksheet

Directions: Show the children how to form the letter *k* on the board. Identify the sound. Have the children do the writing task on their worksheets.

CONCEPT: Needs   UNIT THREE: ECOLOGICAL NEEDS   WEEK: 18 DAY: 4

OBJECTIVES:

The child will be able to:
1. Recite a verse reinforcing the *k* sound.
2. Read two new words with the *k* sound: Kim, kama.
3. Read a four-word phrase: ang kama ni Kim.

MATERIALS:

AABC:
1. Student Reading Worksheet E. (Student Workbook, page 42)
2. Student Worksheet, "Matching Initial Sounds." (Student Workbook, page 43)

VOCABULARY:

Reading Vocabulary:

Kim
kama - bed
and - noun marker
ni - personal name marker

SUMMARY OF THE DAY'S ACTIVITIES:

1. Poem: To practice *k* sound
2. Reading words
3. Worksheets: Reading a phrase
   Finding words that start with the same sound

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Poem

1. Recite the following poem to the children.

   Kalabaw na tumatakbo
   Kunehong tumatalon
   Maliliit na kabayo
   Sa perya sa Kiyapo.

   Kalabasang malagkit
   Kamatis na mapupula
   Kending nasa kahon
   Kinain ko kahapon.

2. Ask the children questions about the poem. Have them tell you the words that start with *k*. Identify certain words they may not be familiar with: perya (fair), Kiyapo (a district in Manila).

3. Ask the children to repeat the poem after you and have them recite it by themselves when they have mastered it.

ACTIVITY 2: Reading words

1. Recall the story in Day 1 by asking the children to retell the events and what the girl's name was (Kim). Ask them what sound it starts with (*k*).

   Say:
   "I'm going to write Kim's name on the board."
   ISUSULAT KO ANG PANGALAN NI KIM SA PISARA.

2. Write: kim

   Cover the last sound with your hand or a piece of paper. Ask the children to identify the "word". (ki) (*Note*: They should not have any difficulty identifying the syllable. Should they find it hard to do it, write some rhyming syllables on top of *ki* and do rhyming series.) Uncover the last sound as soon as they read *ki* and slide to the *m*.

ACTIVITY 2: Reading words (Cont'd)

3. Say:
"In our story today, Kim has something all boys and girls have in their bedrooms. Let's see if you can read it."

SA KUWENTO NATIN NGAYON, MAYROONG ISANG BAGAY SI KIM SA KANIYANG SILID. LAHAT NG BATA AY MAYROON DIN NITO SA KANILANG SILID. TINGNAN NATIN KUNG MABABASA NINYO ITO.

Write: kama

Cover *ma* and ask them to identify the first syllable. Uncover the last syllable and ask the children to read the whole word.

4. Have the children read both words.

5. Write *ang* on the board. Ask them to identify the word.

ACTIVITY 3: Worksheets

1. *Directions*: Let's read the first word on our worksheet. Put your finger under the word. What is it? (ang)

(Continue with the rest of the story.)

ang kama ni kim

Ask: What does Kim have? (a bed)
ANO ANG MAYROON SI KIM? (isang kama)

What do we use a bed for? (sleeping)
PARA SA ANO ANG KAMA? (para sa pagtulog)

2. *Directions:* In each row, put an X in the box under the picture if it starts with the same sound as the first picture.

CONCEPT: Needs UNIT THREE: ECOLOGICAL NEEDS WEEK: 18 DAY: 5

OBJECTIVES:

The child will be able to:
1. Act out instructions given orally by the teacher and respond to questions.
2. Recite a verse to review the *k* sound.
3. Read three phrases on a worksheet: ang mesa ni nina, ang aso ni rosa, ang kama ni Kim.

MATERIALS:

AABC: 1. Student Reading Worksheet F. (Student Workbook, page 44)

VOCABULARY:

Reading Vocabulary:

ang	- noun marker
mesa	- table
aso	- dog
kama	- bed
ni	- personal name marker
Nina	
Rosa	
Kim	

SUMMARY OF THE DAY'S ACTIVITIES:

1. Listening activity
2. Review: *k* poem
3. Reading worksheet

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Game

In this game, the teacher gives oral directions to each child. The child performs the task. The teacher asks the child to describe what he did.

Example: The Teacher says:
"Jerry, go there to that door, and open it, then come back here."
"JERRY, PUMUNTA KA DOON SA PINTUAN, BUKSAN MO ANG PINTO AT BUMALIK KA DITO."

Jerry performs the task.

The Teacher asks:
"Where did you go Jerry, and what did you do?"
SAAN KA PUMUNTA, JERRY, AT ANO ANG GINAWA MO?

Jerry responds:
"I went there to that door, I opened it, and I came back here."
PUMUNTA AKO DOON SA PINTUAN, BINUKSAN KO ANG PINTO AT BUMALIK AKO DITO.

Call on other children to perform similar tasks.

ACTIVITY 2: Reviewing the *k* poem

1. Recall the poem the children learned the previous day and have them recite it aloud.
2. Ask questions about the poem and ask which words start with *k*.
3. Have a child come to the board to write a *k*. Ask the children to identify it.

ACTIVITY 3: Reading Worksheet

1. *Directions*: (Follow Reading directions in previous lessons)

ang mesa ni nina
ang aso ni rosa
ang kama ni kim

ACTIVITY 3: Reading Worksheet (Cont'd)

Ask:
"What does Nina have?"
"What does Rosa have?"
"What does Kim have?"

ANO ANG MAYROON SI NINA? (mesa)
ANO ANG MAYROON SI ROSA? (aso)
ANO ANG MAYROON SI KIM? (Kama)

2. Play a game. Ask the children to put their fingers up in the air. When you say a word, they are to point to that word on their worksheet. Pick words at random to see if the children are able to identify them on their worksheets.

3. Do individual reading.

CONCEPT: Needs UNIT THREE: ECOLOGICAL NEEDS WEEK: 19 DAY:1

OBJECTIVES:

The child will be able to:

1. Listen to a legend with interest, comphrension and enjoyment.
2. Share his ideas in a discussion.
3. Recall the sound *k*.

MATERIALS:

AABC:
1. Storybook, "Ang Araw, Buwan at Mga Bituin"
2. Chart, "*k* vocabulary"

VOCABULARY:

araw - sun
buwan - moon
bituin - stars
alamat - legend
gubat - forest
lawa - lake
dagat - ocean
bundok - mountain
astronot - astronaut

SUMMARY OF THE DAY'S ACTIVITIES:

1. Story: "Ang Araw, Buwan at Mga Bituin"
2. Discussion: Reality and Fantasy
3. Review: *k*

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Oral Language Development Topic: The sun, moon, and stars are also part our environment.

ACTIVITY 1: Story

1. Read the story "Ang Araw, Buwan at mga Bituin."

2. Ask comprehension questions about the story.

3. After discussing the events in the story, ask: "Do you think this story is true?" TOTOO BA ANG KUWENTONG ITO?

   Explain to the children that: a) this story is called a legend (*alamat*) a make-believe story; and b) long ago, people could not explain why certain phenomena existed or happened, like rain, thunder, the moon and stars, etc. and hence they made up stories to explain how things began.

4. Discuss the fact that the sun, moon and stars are part of our physical environment, as are forests, lakes, oceans, and mountains.

   Ask the children if they have ever seen a picture of an astronaut. Inform the children that astronauts in their rocketships have landed on the moon, and have brought back objects and data (rock samples, etc.) that provide us valuable information.

   Ask:
   "Would you like to go to the moon, too? What do you think you'll see along the way? How would it feel to ride in a rocketship?"

   GUSTO RIN BA NINYONG PUMUNTA SA BUWAN? ANO KAYA ANG MAKIKITA NINYO SA PAGPUNTA ROON? ANO KAYA ANG PAKIRAMDAM PAG SUMAKAY TAYO SA ISANG 'ROCKETSHIP'?

ACTIVITY 2: Review *k*

1. Ask:
   "Who can write this sound for me on the board?"
   SINO ANG MAKAKASULAT NG TUNOG NA ITO SA PISARA?

   Say the sound *k*. Call on a child to write it on the board.

ACTIVITY 2: Review *k* (Cont'd)

2. Have the children identify the sound. Show the *k* vocabulary chart and ask them to name the pictures.

3. Write these on the board:

   kim

   kama

   Ask the children to read the words.

   Write: sa kama ni kim

   Have the children read the phrase. Ask them to describe Kim's bed (size, color, height, what it might be made of, etc.).

CONCEPT: Needs UNIT THREE: ECOLOGICAL NEEDS WEEK: 19 DAY: 2

OBJECTIVES:

The child will be able to:
1. Distinguish between reality and fantasy by looking at pictures.
2. Hear and produce the sound *d*.
3. Identify the letter representing the sound *d*. Write the letter *d* by tracing and copying models on the worksheet.

MATERIALS:

AABC:
1. Student Worksheet, "Reality vs. Fantasy" (Student Workbook, page 45)
2. Flashcard, "*d* Sound," page 206)
3. Chart, "*d* Vocabulary"
4. Student Writing Worksheet *D*, (Student Workbook, page 46)

VOCABULARY:

Chart Vocabulary:

daga	-	mouse
dahon	-	leaf
dila	-	tongue
daliri	-	fingers
doktor	-	doctor
duyan	-	hammock

SUMMARY OF THE DAY'S ACTIVITIES:

1. Worksheet and Discussion: Reality vs. Fantasy
2. Phonics lesson: *d*
3. Worksheet: Writing *d*

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Reality vs. Fantasy

1. Prepare the children for this activity by discussing stories that are true and stories that are make believe. Tell them that some stories are about things that can really happen and some are about things that cannot happen but are fun to imagine. Remind them of the legend in yesterday's lesson. Ask them if that was a true story or a make-believe one.

   Say:
   "I'm going to tell you some stories. Tell me if they are true or make believe."

   MAY KUWENTO AKO PARA SA INYO NGAYON. SABIHIN NINYO SA AKIN KUNG TOTOO ITO O HINDI.

   Nina ran to the park
   TUMAKBO SI NINA PATUNGO SA LIWASAN.
   Rosa swam to the park.
   LUMANGOY SI ROSA PATUNGO SA LIWASAN.
   The bear came to visit me.
   BINISITA AKO NG OSO.
   My friend came to visit me.
   BINISITA AKO NG AKING KAIBIGAN.
   Oranges grow on trees.
   ANG MGA KAHEL AY NANGGAGALING SA PUNO.
   Lollipops grow on trees.
   ANG MGA LOLLIPOP AY NANGGAGALING SA PUNO.

2. Have the children open their workbooks to page 45 . Ask them to look at the picture. Direct the discussion about the pictures by asking them to find things that could not happen. Discuss why not.

3. Pass out crayons.

   Say:
   "Using your green crayon, draw a circle around the things that are true. Using your brown crayon, put an X on the things that are make believe.

ACTIVITY 1: Reality vs. Fantasy (Cont'd)

GAMITIN ANG INYONG BERDENG KRAYOLA. BILUGAN ANG MGA TOTOO. GAMITIN ANG INYONG KULAY TSOKOLATENG KRAYOLA. LAGYAN NG X MGA HINDI TOTOO.

ACTIVITY 2: Learning *d*

1. Show the *d* flashcard to the children and tell them that they are going to learn a new sound. Say: "This is *d*." ITO ANG *d*. The children repeat the sound.

2. Proceed following "Teaching Sounds" directions.

   d words to say orally: daga, dahon, dibdib, dila, doktor, dentista, dyip.

   d words on chart: daga, dahon, dila,daliri, doktor, duyan

3. Do a rhyme series with *d* following directions given in Activity 3, WEEK 18, DAY 1.

   Write this series on the board:

   ma
   ra
   sa
   na
   da

   Continue with:

   ri
   mi
   si
   di

   ne
   se
   me
   de

   su
   nu
   mu
   du

   ro
   mo
   so
   do

ACTIVITY 3: Writing worksheet

Directions: Show the children how to form the letter *d* on the board. Identify the sound. Have the children do the writing task on their worksheets.

CONCEPT: Needs UNIT THREE: ECOLOGICAL NEEDS WEEK: 19 DAY: 3

OBJECTIVES:

The child will be able to:

1. Recall the sound *d*.
2. Hear and produce the sound *t*.
3. Identify the letter representing the sound *t*.
4. Write the letter *t* by tracing and copying models on a worksheet.

MATERIALS:

AABC:
1. Flashcards, *d* and *t* Sounds (page 206-207)
2. Chart, "*t* Vocabulary"
3. Student Writing Worksheet, *t*, (Student Workbook, page 47)

VOCABULARY:

Chart Vocabulary:

tutubi	- dragonfly
tenga/tainga	- ear
tubo	- pipe
talong	- eggplant
turumpo	- top
tabako	- cigar

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: *d*
2. Phonics lesson: *t*
3. Game: Auditory-visual discrimination
4. Phonics lesson: Final *t*
5. Worksheet: Writing *t*

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Reviewing *d*

1. Show the *d* flashcard to the children and have them produce the sound.

2. Do an auditory discrimination exercise. Tell the children to clap once softly whenever you say a word that starts with *d*.

   kotse, dahon, mesa, dila, dentista, sapatos, nanay
   rosas, daliri, dibdib

3. Write *da* on the board and test to see if the children can blend the two sounds fast. Continue with other vowels.

ACTIVITY 2: Learning *t*

1. Introduce the sound *t* by touching your ear and asking the children what it is. (tenga/tainga) Point to the heel of your shoe and identify it. (takong) Show a piece of string and identify it. (tali)

   Now say the words again and ask the children to listen carefully to the initial sound: tenga, takong, tali

2. Show the *t* flashcard and identify the sound. Have the children repeat it.

3. Proceed following "Teaching Sounds" directions.

   t words to say orally: tenga, takong, tali, talong, tao, tubo, tuta

   t words on chart: tutubi, tenga, tubo, turumpo, talong, tabako

4. Do a rhyme series with *t*, following the same procedures used in Activity 3, WEEK 18, DAY 1.

   ma
   sa
   na
   ta

   Continue with other vowel combinations.

ACTIVITY 3: Game

1. Put up *t* and *d* flashcards on the chalk ledge, a little distance from each other.

2. Tell the children that you are going to say a word that starts with either *d* or *t*. When you call a child's name, he is to stand up, run to the board, touch the right sound and run back to his seat.

ACTIVITY 4: Learning final *t*

1. Ask the children to listen to these words. Tell them to listen to the *t* sound.

   duhat, sukat, sulat, payat

   Ask them if they hear the sound *t* at the beginning or at the end of the words. Have them repeat the words with you.

2. Write this on the board: at

   Have the children sound slide and/or read the word fast.
   Add sounds in front of the word and have the children read the words:

mat	kat
sat	dat

3. Write *kat* on the board. Have the children read it. Cover it with your hand and write *su* in front of it. Ask the children to read the syllable. Uncover *kat* and ask them to read the whole word. (sukat) Use the word in a sentence. (Sukatin mo ang pantalon)

4. Write *nat* on the board. Follow the same procedures above. Write *ku* in front of it. Uncover and have the children read. (kunat). Use it in a sentence. (Ang kunat ng kendi. Hindi ko makagat.)

ACTIVITY 5: Writing worksheets

Directions: Show the children how to form the letter *t* on the board. Identify the sound. Have the children do the writing task on their worksheets.

CONCEPT: Needs UNIT THREE: ECOLOGICAL NEEDS WEEK: 19 DAY: 4

OBJECTIVES:

The child will be able to:

1. Recall the sounds *k*, *d* and *t*
2. Read four new vocabulary words: Tito, dito, eto, at.
3. Read a sentence on a worksheet: eto si Tito at si Nina.

MATERIALS:

AABC:
1. Flashcards, "*k*, *d* and *t* Sounds" (page 206-207)
2. Student Reading Worksheet G, (Student Workbook, page 48)
3. Student Worksheet, "Writing *d* or *t*" (Student Workbook, page 49)

VOCABULARY:

Reading Vocabulary:

Tito	
dito	- here
eto	- here it is
at	- and
si	- personal name marker
Nina	

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: *k*, *d*, *t*
2. Reading words
3. Worksheets: Reading a sentence
   Writing *d* or *t* under pictures

GRAMMATICAL STRUCTURES:

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NOTES AND EXPLANATIONS:

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ACTIVITY 1: Reviewing the stop sounds (*k*, *d*, *t*)

1. Show the three flashcards to the children and have them identify the sounds.

2. Play a guessing game.

   Tell the children to listen carefully to your clues. The answers are words that begin with the sound *t*. Call on one child to answer your riddle and have the other children repeat the word.

   a. Children play with it. It spins around. (turumpo)
      NILALARO ITO NG MGA BATA. UMIIKOT ITO.
   b. Men smoke it. It is fat and brown. (tabako)
      ITO AY SINISIGARILYO. MATABA AT KULAY TSOKOLATE ITO.
   c. The part of your body that you use for listening. (tenga)
      BAHAGI NG INYONG KATAWAN NA GINAGAMIT SA PAKIKINIG.
   d. A purple vegetable. (talong)
      ISANG GULAY NA KULAY LILA.
   e. What do you do in a race? (takbo)
      ANO ANG GINAGAWA NINYO SA ISANG KARERA NG TAKBUHAN?

3. Continue in the same way, using clues for words starting with *d* and *k*.

   Words starting with *d*.

   a. The part of the three that's green. (dahon)
      BAHAGI NG PUNO NA KULAY BERDE.
   b. What do you wear to school? (damit)
      ANO ANG ISINUSUOT NINYO SA KATAWAN PAGPUNTA SA PAARALAN?
   c. The person you go to when you're sick. (doktor)
      PUMUPUNTA KAYO SA KANIYA KAPAG KAYO AY MAY SAKIT.
   d. An animal that eats cheese. (daga)
      ISANG HAYOP NA KUMAKAIN NG KESO.

   Words starting with *k*.
   a. You ride in it. (kotse)
      SINASAKYAN NINYO ITO.

ACTIVITY 1: Reviewing the stop sounds (*k*, *d*, *t*) (Cont'd)

b. A red vegetable with lots of seeds. (kamatis)
ISANG GULAY NA KULAY PULA NA MARAMING BUTO SA LOOB NA GINAGAMIT SA SALAD.

c. We eat it every day. It is white and has grains. (kanin)
KINAKAIN NATIN ITO ARAW-ARAW. BUTIL-BUTIL NA PUTI NA ISINASAING.

d. We light it when the electricity is off. (kandila)
SINISINDIHAN NATIN ITO KUNG WALANG KORYENTE. ITO AY MAY MUNTING APOY.

ACTIVITY 2: Reading words

1. Tell the children that in today's story, they are going to meet a new character, and that you will write his name on the board.

2. Write: *tito* on the board. Ask the children to read the words.
(*Note*: Use rhyming exercise if children are unable to decode the word.)

   Say:
   "The boy's name is Tito and he's Nina's little brother."
   ANG PANGALAN NG BATANG KAPATID NI NINA AY TITO.

3. Write *dito* under *tito*.

   Say:
   "Here's a word that sounds like Tito's name. (Point to Tito)
   This is Tito. (Point to the next word) What's this one? (dito)

   ETO ANG ISANG SALITANG KATUNOG NG PANGALAN NI TITO. ANG SALITANG ITO AY TITO. ANO NAMAN ITO?

   Note: If children are unable to decode it, use a rhyming series like:

   mito
   nito
   sito
   dito

ACTIVITY 2: Reading words (Cont'd)

4. Write *eto* on the board. Ask the children to read it.

5. Write *at* on the board. Remind the children that they learned this word in yesterday's lesson. Ask the children to read it.

ACTIVITY 3: Worksheets

1. *Direction:* (Follow Reading directions in previous lessons.)

   eto si tito at si nina
   Here are Tito and Nina

   (Pass out crayons. Ask the children to point to Tito's name. Draw a circle around it. Draw a circle around Tito's picture. Find Nina's name. Draw a box around it, and a box around Nina's picture.)

2. *Directions:* Say the name of the picture. If the word starts with *d*, write *d* in the box; if it starts with *t* write *t* in the box.

CONCEPT: Needs UNIT THREE: ECOLOGICAL NEEDS WEEK: 19 DAY: 5

OBJECTIVES:

The child will be able to:
1. Distinguish reality from fantasy by listening to sentences.
2. Read a two-sentence story on a worksheet:
    eto ang aso ni Tito
    at ni Nina dito sa
    kama ni Rosa

MATERIALS:

AABC: 1. Student Reading Worksheet H. (Student Workbook, page 50)

VOCABULARY:

Reading Vocabulary:

eto	- here it is
ang	- noun marker
aso	- dog
ni	- personal name marker
Tito	
at	- ang
Nina	
dito	- here
sa	- on, in
kama	- bed
Rosa	

SUMMARY OF THE DAY'S ACTIVITIES:

1. Discussion: Reality vs. Fantasy
2. Reading worksheet

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS

ACTIVITY 1: Reality and Fantasy

1. Ask the children to recall the legend they heard in Day 1 and to tell you if it is a true story or a make-believe one. Reiterate the difference between real and make-believe stories.

2. Say some sentences and ask the children to tell you if they're true or make believe:

   The sky is blue.
   There is water in the river.
   You can walk on water.
   Fish can walk on land.
   Dogs can run.
   Birds bark.
   Bees can talk.
   People can talk.
   The moon shines in the daytime.
   The moon shines at night.
   The sun is cold.
   Snow is green.

   Ang langit ay asul.
   May tubig ang ilog.
   Makakalakad ka sa tubig.
   Makakalakad ang isda sa lupa.
   Makakatakbo ang aso.
   Kumakahol ang mga ibon.
   Makakapagsalita ang mga tao.
   Ang buwan ay sumisikat kung araw.
   Ang buwan ay sumisikat kung gabi.
   Malamig ang araw.
   Ang isno ay kulay berde.

ACTIVITY 3: Reading worksheet

Directions: (Follow Reading directions in previous lessons.)

eto ang aso ni tito at ni nina.

dito sa kama ni Kim.

Ask:
a. Whose dog is it? (Tito's and Nina's)
KANINONG ASO ITO?
b. Where is the dog? (on the bed)
NASAAN ANG ASO?
c. Whose bed? (Kim's)
KANINONG KAMA?

Do individual reading. Children may color the picture.

CONCEPT: Needs UNIT THREE: ECOLOGICAL NEEDS WEEK: 20 DAY: 1

OBJECTIVES:

The child will be able to:
1. Recognize a story sequence by following the events in a picture worksheet.
2. Sustain interest and attention throughout a long story.
3. Recall words previously taught.

MATERIALS:

AABC: 1. Student Worksheet, "Don't Litter, Part 1." (Student Workbook, page 51)

Others: 1. Index cards on which are written reading words (See Activity 3).

VOCABULARY:

aplaya
tabing-dagat - beach

SUMMARY OF THE DAY'S ACTIVITIES:

1. Story with worksheet (Part 1)
2. Worksheet activity
3. Review: Vocabulary words

GRAMMATICAL STRUCTURES:

370

NOTES AND EXPLANATIONS:

The children are required to follow a long story this week, from Day 1 through Day 3.
Oral Language Development Topic: Pollution makes our environment unpleasant.

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ACTIVITY 1: Story (part 1)

1. Tell the children that they are about to "read" a long story that covers three pages.

2. Have them open their workbooks to page 51. Tell them to look at the pictures on that page. Let them turn to the other two pages and look at the pictures. Have them go back to the beginning.

3. Say:
"This is a story about Nina, Rosa and Kim. Look at the pictures to see what's happening."

ITO AY KUWENTO TUNGKOL KINA NINA, ROSA AT KIM. TINGNAN NINYO ANG MGA LARAWAN PARA MALAMAN KUNG ANO ANG NANGYAYARI.

Ask these questions:

Top picture:
Which one is Nina/Rosa/Kim?
ALIN SI NINA/ROSA/KIM?
What are they doing?
ANO ANG GINAGAWA NILA?
What are they talking about?
ANO ANG PINAG-UUSAPAN NILA?
Where are they going?
SAAN SILA PUPUNTA?
How can you tell? (swimsuits)
PAANO NINYO NALAMAN?
How are they going to get there?
PAANO SILA PUPUNTA DOON?
Who's taking them?
SINO ANG KASAMA NILA?

Middle picture:
Who's in the second picture?
SINO ANG NASA PANGALAWANG LARAWAN?
What do you think the dog is telling Nina?
ANO KAYA ANG SINASABI NG ASO KAY NINA?

ACTIVITY 1: Story (part 1) (Cont'd)

Whose dog is it?
KANINONG ASO ITO?

Bottom picture:
Where are the three girls?
NASAAN ANG TATLONG BATANG BABAE?
What kind of day is it?
ANO ANG LAGAY NG PANAHON?
How do you know?
PAANO NINYO NALAMAN?
What are these girls going to do?
ANO ANG GAGAWIN NG TATLONG BATA?
Have you ever gone to the beach?
NAKAPUNTA NA BA KAYO SA TABING DAGAT?
What did you do?
ANO ANG GINAWA NINYO DOON?
Did you have fun?
MASAYA BA KAYO DOON?

4. Say:
"Now listen to the story as you look at the picture. One day, Nina, Rosa, and Kim decided to go to the beach. Oh, Nina's dog wants to go, too! There were a lot of people on the beach. 'We're gonna have fun!'

NGAYON, MAKINIG KAYO SA KUWENTO HABANG KAYO AY TUMITINGIN SA LARAWAN. ISANG ARAW, SI NINA, SI ROSA, AT SI KIM AY PUMUNTA SA TABING-DAGAT. GUSTONG RING SUMAMA NG ASO NI NINA! MARAMING TAO SA TABING-DAGAT. 'MAGSASAYA TAYONG MABUTI!' ANG SABI NILA.

Say:
"Tomorrow, we'll see what the girls are going to do."
BUKAS, MAKIKITA NATIN KUNG ANO ANG KANILANG GAGAWIN.

ACTIVITY 2: Worksheet activity

1. Direct the children to look at the top picture. Ask them if they can write the girls' names in the boxes. The first letter has already been written. They are to fill each blank with the rest of the letters. Be sure to pronounce the names clearly and if necessary, sound out each sound for the children.

2. Do the same for the middle picture. (aso)

ACTIVITY 3: Reviewing words

1. Write all the reading words the students have learned so far on index cards:

aso
oso
mesa
sama
kim
dito
nina
rosa
saan
si
kama
eto
nasa
ang
ni
sa
tito
at

2. Flash the cards to the children to review the words. (*Note*: Be sure not to overextend this activity as flashcards can be boring after a while.)

CONCEPT: Needs UNIT THREE: ECOLOGICAL NEEDS WEEK: 20 DAY: 2

OBJECTIVES:

The child will be able to:
1. Recall the events in the first part of the story.
2. Follow the events in part 2 and sustain interest in the story.
3. Read the word *ng*.

VOCABULARY:

magkalat	- to litter
kalat	- litter
basura	- trash, garbage
basurahan	- trash can
balutan ng kendi	- candy wrapper
lolipap	- lollipop
ang ating paligid	- our environment
marumi	- dirty

Reading Vocabulary:

ng - non-focus marker (see notes and explanations)

GRAMMATICAL STRUCTURES:

Verb + subject + *ng* + object
Ex: Kumain ako *ng* mansanas

MATERIALS:

AABC:
1. Student Worksheet, "Don't Litter, Part II." (Student Workbook, page 52)
2. Teaching pictures and flashcards previously used:
    a. Food
    b. Vehicles
    c. Clothing

SUMMARY OF THE DAY'S ACTIVITIES:

1. Story with worksheet (Part 2)
2. Worksheet activity
3. Reading lesson: Ng

NOTES AND EXPLANATIONS:

The marker *Ng* is taught as a sight word in today's lesson. *Ng* marks the element that is not in focus in a sentence; *ni* is its equivalent personal name marker. Example: Naglaba *ng* damit ang nanay. (Actor is in focus, *ng* marks the object) Nilabhan *ng* nanay ang damit. Nilabhan *ni* Rosa ang damit. (Object is focus, *ng* marks the actor)

ACTIVITY 1: Story (part 2)

1. Review the events in part 1 of the story by asking questions:

   Where did the girls go?
   SAAN NAGPUNTA ANG MGA BATANG BABAE?
   Who wanted to go with them?
   SINO ANG GUSTONG SUMAMA SA KANILA?
   What were they wearing?
   ANO ANG SUOT NILA?

   Have them look at the pictures in part 1.

2. Ask them to turn the page and interpret the events in part 2.

   Top picture:
   What are the girls doing?
   ANO ANG GINAGAWA NG MGA BATANG BABAE?
   What kinds of games can you play when you go to the beach?
   ANU-ANO ANG MGA NILALARO NINYO SA TABING-DAGAT?
   What are the people doing?
   ANO ANG GINAGAWA NG MGA TAO?
   What kinds of food might you bring?
   ANO ANG MGA PAGKAING MAARI NINYONG DALHIN?

   Middle picture:
   What does Nina have?
   ANO ANG DALA NI NINA?
   Is she hungry?
   GUTOM BA SIYA?
   Do you like lollipops?
   GUSTO BA NIYA NG LOLIPAP?

ACTIVITY 1: Story (part 2) (Cont'd)

Bottom picture:
What's happening in this picture?
ANO ANG NANCYAYARI SA LARAWANG ITO?
Where should Nina put her candy wrapper? Does it belong on the sand?
SAAN DAPAT ITAPON NI NINA ANG BALUTAN NG KENDI? SA BUHANGIN BA?
What do you think Rosa is saying to Nina?
ANO KAYA ANG SINASABI NI ROSA KAY NINA?
Do you throw things away in a trash can?
NAGTATAPON BA KAYO SA BASURAHAN?
Why should we put our trash in a trash can?
BAKIT DAPAT ITAPON ANG BASURA SA BASURAHAN?
What would happen if everybody threw away their trash on the street?
ANO KAYA ANG MANGYAYARI KUNG ANG LAHAT NG TAO AY SA DAAN MAGTATAPON NG KANILANG BASURA?

3. Discuss how pollution makes the environment unpleasant and unhealthy. Discuss the need for good habits such as not littering.

4. Say:
"Now listen to the story as you look at the pictures. The three girls are having fun on the beach. Nina has a lollipop! She starts unwrapping it and is about to throw the wrapper away but Rosa says 'No, put it in the trash can. It's bad to litter!'"

   MAKINIG KAYO SA KUWENTO HABANG TINITINGNAN ANG LARAWAN. ANG TATLONG BATA AY MASAYANG-MASAYA SA TABING-DAGAT. SI NINA AY MAY LOLIPAP. BINUKSAN NIYA ANG LOLIPAP AT ITATAPON NA LAMANG NIYA ANG BALUTAN NANG BIGLANG SABI NI ROSA, 'HUWAG, SA BASURAHAN MO ITAPON. MASAMA ANG NAGKAKALAT!'"

5. Develop a slogan for the classroom: Huwag magkalat! (Don't litter!)

   Discuss the importance of this reminder in the classroom. Write the slogan on the board and read it to the children.

ACTIVITY 2: Worksheet activity

1. Ask the children to look at the middle picture. Have them draw a circle around the lollipop.

2. In the bottom picture, have them circle the trash can.

ACTIVITY 3: Learning *ng*

1. (*Note: Ng* is taught as a sight word in this lesson.)

   Write *ng* on the board.

   Say:
   "I want you to read a word for me today. This word is *ng* (pronounce the entire word). Say it with me.

   BASAHIN NINYO ANG SALITANG ITO. ANG SALITANG ITO AY *ng*. ULITIN NINYO NA KASABAY AKO.

   Point to the word as the children repeat it. Have the children say it several times.

2. Flash pictures of fruits, vegetables, vehicles, clothing, etc. used in previous lessons. As you show the pictures, use the words in sentences like:

   food: Kumain ako *ng* mansanas.
   I ate an apple.

   vehicle: Sumakay ako *ng* kotse
   I rode in a car.

   clothing: Bumili ako *ng* sapatos.
   I bought some shoes.

   Vary the verb according to the picture and have the children compose sentences with the word *ng*.

ACTIVITY 3: Learning *ng* (Cont'd)

3. Write this on the board: ng mesa

   Read the phrase to the children calling attention to the word *ng*. Have the children read the phrase.

CONCEPT: Needs UNIT THREE: ECOLOGICAL NEEDS WEEK: 20 DAY: 3

OBJECTIVES:

The child will be able to:

1. Recall the events in parts 1 and 2 of the story.
2. Follow the events in part 3 and sustain interest in the story.
3. Describe certain details in the story using the word *mayroon*.

MATERIALS:

AABC: 1. Student Worksheet, "Don't Litter, Part III." (Student Workbook, page 53)

VOCABULARY:

kalat	- litter
basurahan	- trash can
malinis	- clean
pulutin	- to pick up
ang ating paligid	- our environment

SUMMARY OF THE DAY'S ACTIVITIES:

1. Story with worksheet (part 3)
2. Discussion: Using *mayroon*
3. Worksheet activity

GRAMMATICAL STRUCTURES:

Mayroon*g* + object + si ___________.
Mayroon*g* + object + locative phrase

Ex: Mayroong aso si Nina.
Mayroong basurahan sa tabing-dagat.

NOTES AND EXPLANATIONS:

Mayroon (often pronounced *merón* in conversation) is identical in meaning to *May* (There is, There are, He/She has, I/You have). When used in a sentence it is linked to the object that is possessed by the linker *-g*.
Example: Mayroon*g* libro si Jerry.

ACTIVITY 1: Story (part 3)

1. Review the events in parts 1 and 2 of the story. Let the children look at the pictures and relate the events. Remind them about the slogan and discuss briefly the problem of littering and what people can do to solve it. Discuss how we can keep the classroom and the school ground litter-free.

2. Ask the children to turn the page and interpret the events in part 3.

   Top picture:
   What do you see in the picture?
   ANO ANG NAKIKITA NINYO SA LARAWAN?
   Where did all the litter come from?
   SAAN NANGGALING LAHAT ANG MGA KALAT NA ITO?
   What are the girls doing?
   ANO ANG GINAGAWA NG MGA BATANG BABAE?
   Would you do the same thing?
   GAGAWIN DIN BA NINYO IYON?

   Middle picture:
   What do you see in the picture?
   ANO ANG NAKIKITA NINYO SA LARAWAN?
   Which would look better to you, a place full of litter or a place that's clean?
   ALIN ANG MAS MAGANDA, ANG ISANG MAKALAT NA LUGAR OR ANG ISANG MALINIS?
   How can people keep the environment clean?
   PAANO NATIN MAGAGAWANG MALINIS ANG ATING PALIGID?

   Bottom picture:
   Whose hand is that?
   KANINONG KAMAY IYON?
   What do you suppose she's saying to the girls?
   ANO KAYA ANG SINASABI NIYA SA MGA BATA?
   Is she proud of them? How do you know?
   NASISIYAHAN KAYA SIYA SA GINAWA NG MGA BATA?

ACTIVITY 1: Story (part 3) (Cont'd)

3. Say:
"Now listen to the story as you look at the pictures. The girls are picking up the litter and putting it in the trash can. Now the place looks a little better. Nina's mother is proud of them for the good work they've done."

MAKINIG KAYO SA KUWENTO HABANG NAKATINGIN SA LARAWAN. PINUPULOT NG MGA BATA ANG KALAT AT INILALAGAY NILA SA BASURAHAN. NGAYON AY MAS MAGANDA NA ANG PALIGID. NALILIGAYAHAN ANG NANAY NI NINA SA GINAWA NILA.

ACTIVITY 2: Using *Mayroon*

1. Ask the children to look through the three pages again and describe certain details using this structure:

Mayroong aso si Nina.
Nina has a dog.

Mayroong basurahan sa tabing-dagat.
There is a trash can on the beach.

2. The teacher should say several sentences using *mayroon* to serve as examples for the children. Accept the colloquial form *meron* if children say it.

ACTIVITY 3: Worksheet activity

1. Tell the children that they are to mark and color certain things in the picture (part 3) with their crayons.

2. *Directions*: In the top picture, color the trash can red. In the middle picture, draw the sun. In the bottom picture, draw a circle around the mother's hand.

CONCEPT: Needs UNIT THREE: ECOLOGICAL NEEDS WEEK: 20 DAY: 4

OBJECTIVES:

The child will be able to:
1. Recall the word *ng*.
2. Learn four reading words: ako, sako, sino, ka.
3. Match words with picture cues on a worksheet.

MATERIALS:

AABC: 1. Student Worksheet, "Matching Words With Pictures." (Student Workbook, page 54)

VOCABULARY:

Reading Vocabulary:

ako - I
sako - sack
sino - who?
ka - you

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: *Ng*
2. Reading words
3. Worksheet: Matching words with pictures

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Reviewing *Ng*

1. Write *ng* on the board and ask the children if they remember it. If they do, proceed to the next activity. If not, do the following:

   a. Reinforce *ng* by using it in sentences like:

      KAILANGAN NATIN NG LAPIS SA PAGSULAT.
      We need pencils for writing.

   b. Or ask questions that would elicit *ng* in responses.

      ANO ANG BINIBILI NG NANAY MO SA TINDAHAN?
      What does your mother buy from the store?

      Response: BUMIBILI SIYA *NG* TINAPAY?
      She is buying bread.

2. Write on the board: ng aso

   Have the children read the phrase. Ask:

   ANO ANG GUSTO NG ASO?
   What does the dog want?
   Possible response:
   GUSTO NG ASONG KUMAIN NG KARNE.
   The dog wants to eat some meat.

ACTIVITY 2: Reading words

1. Say while pointing to yourself: AKO SI MISS/MRS./MR.________________.
   I am Miss/Mrs./Mr. ________________.

   Repeat the word *ako*.

   Now write it on the board. Give the children time to look at it. Then ask: "What word is this?" ANONG SALITA ITO? Direct children to sound out the first vowel then slide to the next syllable.

ACTIVITY 2: Reading words (Cont'd)

Ask them to identify themselves using the structure to reinforce the meaning of the written word ako.

AKO SI ____________. or SI ______________ AKO.

I am ______________?

3. Say:
"Now watch carefully." MASDAN NINYO ITONG MABUTI.

Write *sako* under *ako*. Say while pointing to *ako*: "If this is *ako*, (point to *sako*) what's this? KUNG ITO AY *AKO*, ANO ITO? Children should be able to add the consonant sound in front of the word. (*Note*: Be sure to check syllable stress after they read *sako*. *Ako* is stressed on the last syllable, *sako* on the first.)

Define *sako* (sack) or draw an illustration on the board. Ask the children what things we can put in a sack.

4. Write *si* on the board and ask the children to read it. Add *no* at the end and ask them to put the two syllables together.

Ask:
SINO SI _____________? "Who is _______________?

The child whose name was called responds: AKO SI ________________.
I am ___________________.

5. Say:
"Now here's a simple word." NGAYON, ETO ANG ISANG SIMPLENG SALITA. Write *ka* on the board. Children should be able to read the word without difficulty. Use *ka* in a statement or a question.

SINO KA? OR SI ___________ KA BA?
Who are you? or Are you _________?

6. Write all the words on the board again and ask the children to read them. Call on individual children to come and point to certain words.

ACTIVITY 3: Worksheet

Direction: Read the words on the bottom to yourself. Cut them and paste each one under the picture that it goes with.

BASAHIN ANG MGA SALITA SA ILALIM. GUPITIN AT IPEYST ANG BAWA'T ISA SA ILALIM NG KATUGMANG LARAWAN.

CONCEPT: Needs UNIT THREE: ECOLOGICAL NEEDS WEEK: 20 DAY: 5

OBJECTIVES:

The child will be able to:
1. Recall *mayroon* and use it in sentences.
2. Read the words he learned in Day 4.
3. Read a story on a worksheet.

MATERIALS:

AABC: 1. Student Reading Worksheet I, (Student Workbook, page 55)

VOCABULARY:

mayroon - there is/there are
he/she has, I/you have
we/they have

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: Mayroon
2. Review: Reading words
3. Reading worksheet

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Reviewing *mayroon*

Review mayroon by asking the children to describe what they or their classmates have.

I have a new pair of shoes.
MAYROON AKONG BAGONG SAPATOS.

Mark has a pair of eyeglasses.
MAYROONG SALAMIN SI MARK.

ACTIVITY 2: Reviewing reading words

Write ng, ako, ka, sako, sino on chart paper and review them with the children. Use them in sentences if necessary.

ACTIVITY 3: Reading worksheet

(Follow directions given in previous lessons.)

si tito ako.
sino ka?

Ask the children to read those first two lines. (*Note*: The arrows have broken lines. They will gradually disappear in the reading worksheets.)

Ask:
"Who's in the picture?" (Tito)
SINO ANG NASA LARAWAN?

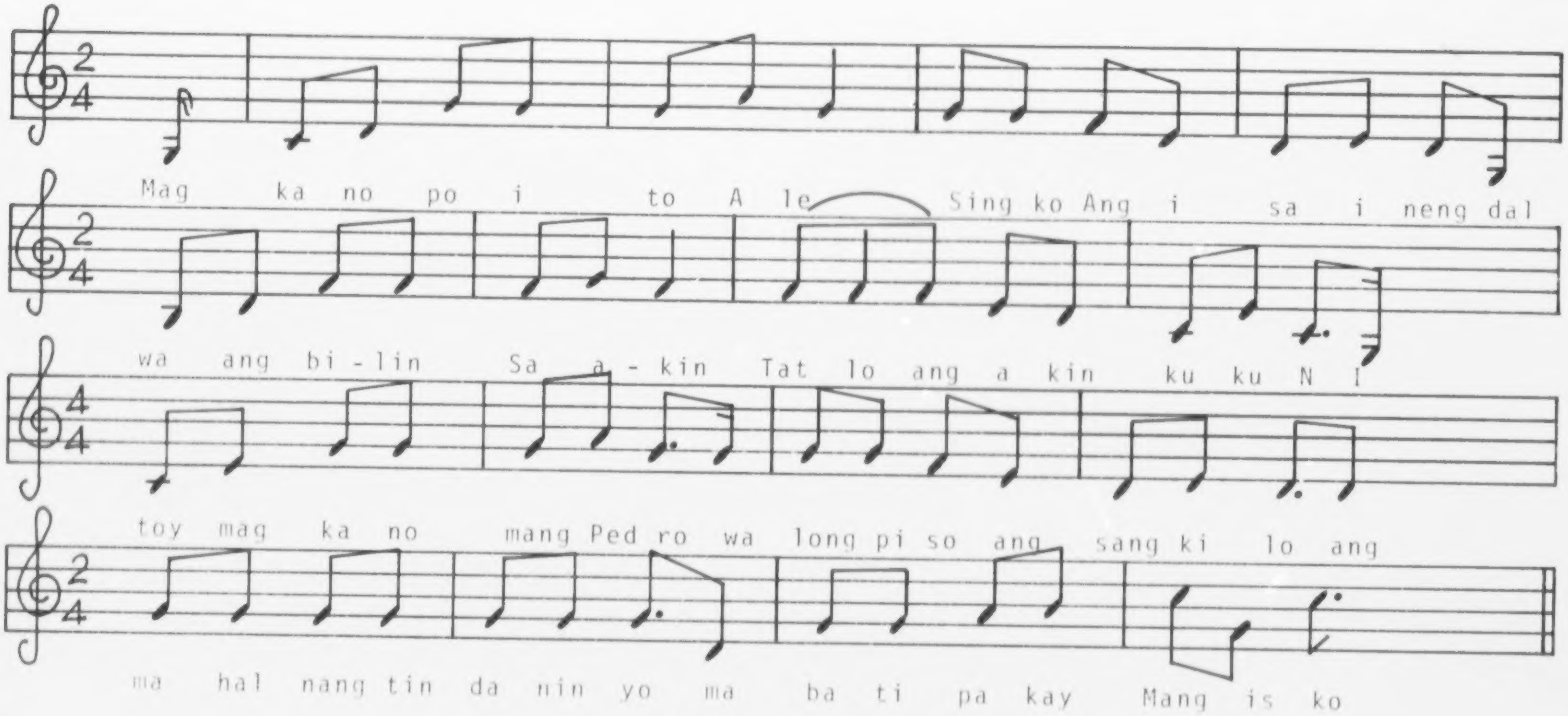
"Whose brother is he? (Nina's)
KANINO SIYANG KAPATID?

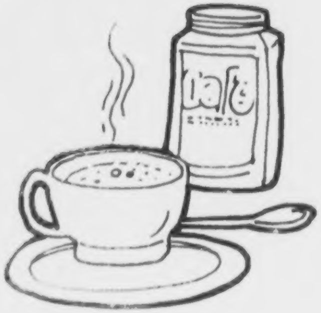
Read the last line with the children. Then say:
"Do you see the black line? I want you to write your name on that line."
NAKIKITA BA NINYO ANG PATLANG? ISULAT NINYO ANG PANGALAN NINYO SA PATLANG?

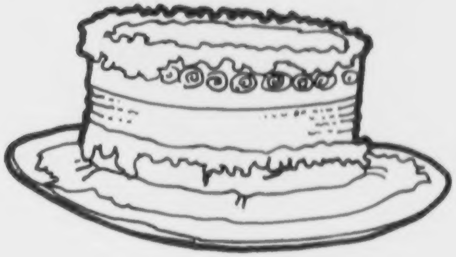
Have the children write their own names. Do individual reading.

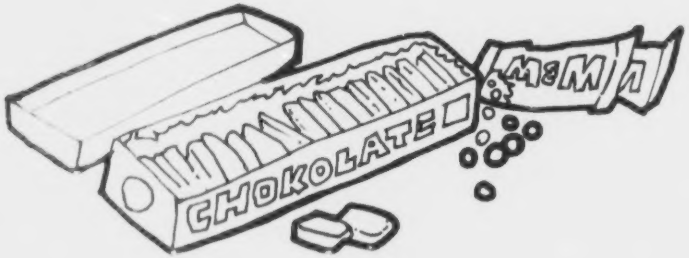
TEACHER MATERIALS FOR UNIT 1: PHYSICAL NEEDS

"BILIHAN"


Mag ka no po i to A le Sing ko Ang i sa i neng dal
wa ang bi-lin Sa a-kin Tat lo ang a kin ku ku N I
toy mag ka no mang Ped ro wa long pi so ang sang ki lo ang
ma hal nang tin da nin yo ma ba ti pa kay Mang is ko



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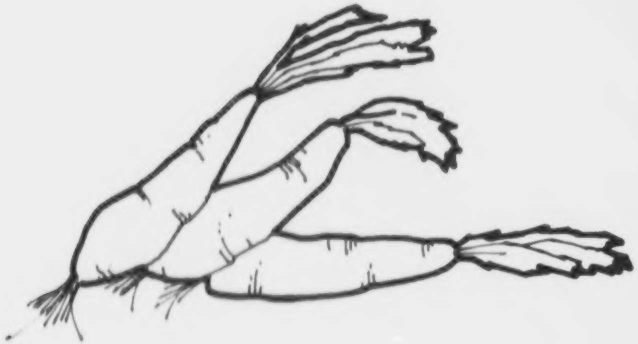

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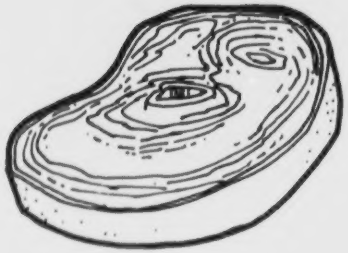

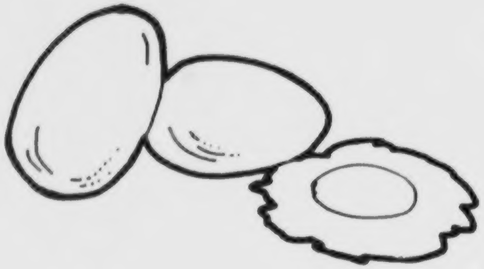

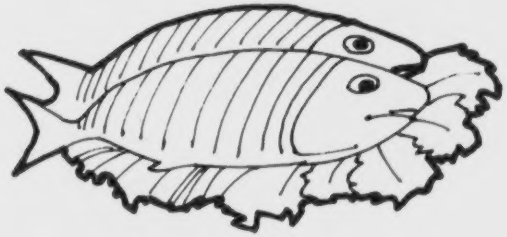

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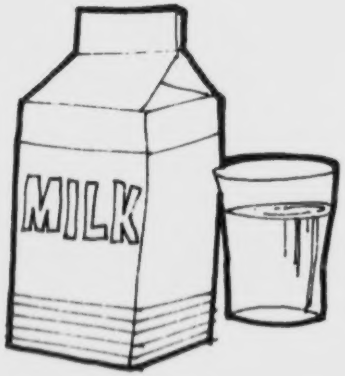

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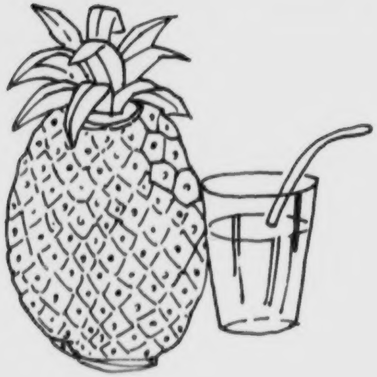

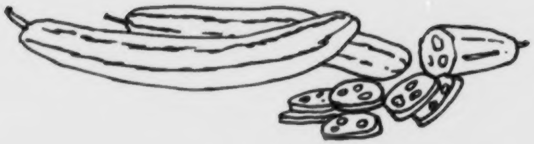

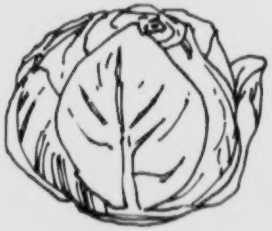

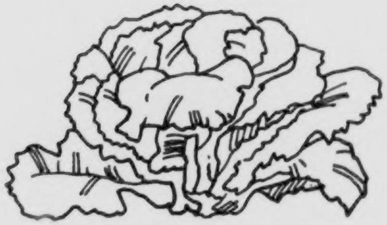

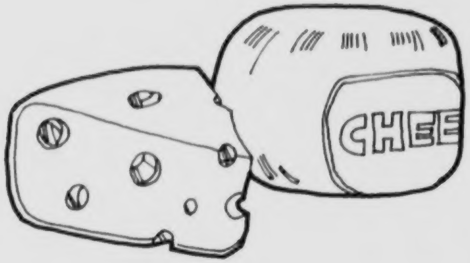
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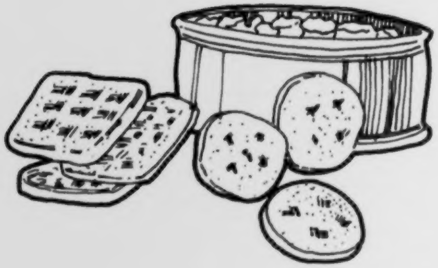

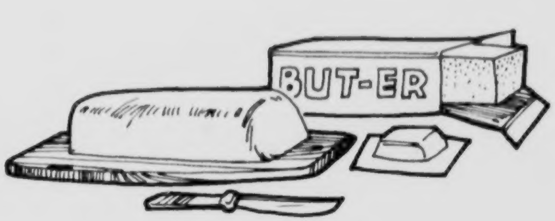
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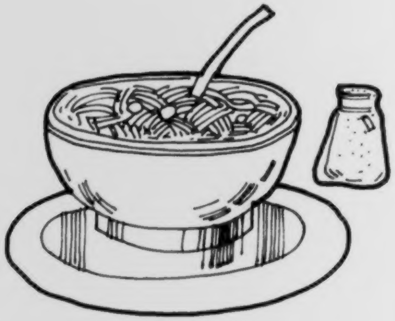

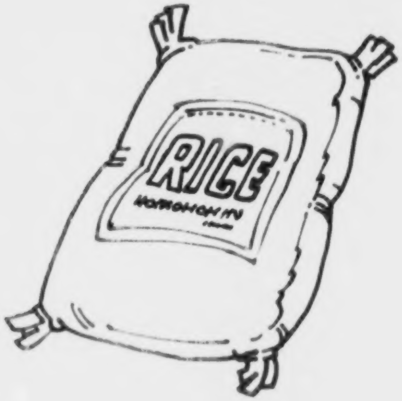

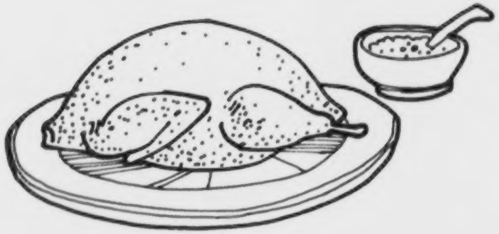

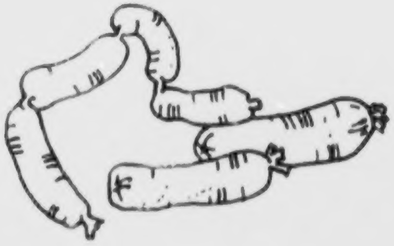

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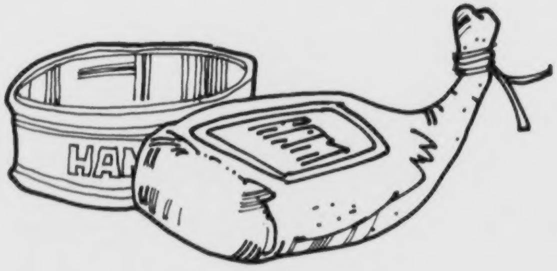

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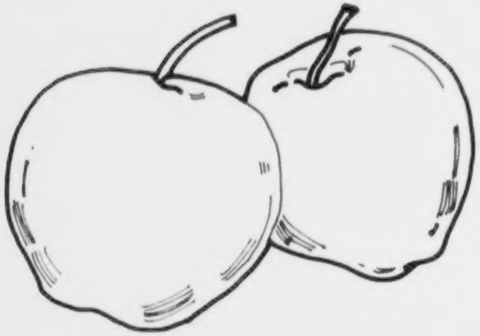

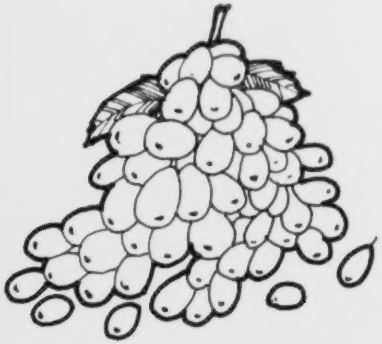

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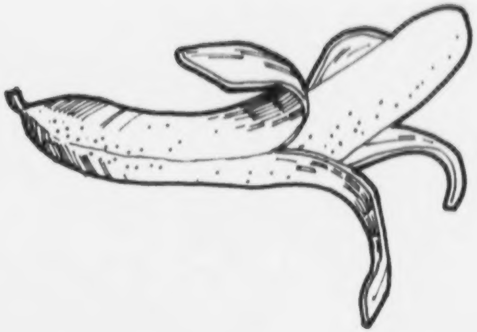

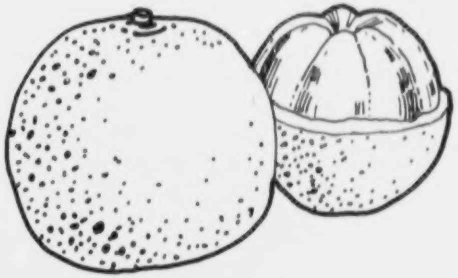

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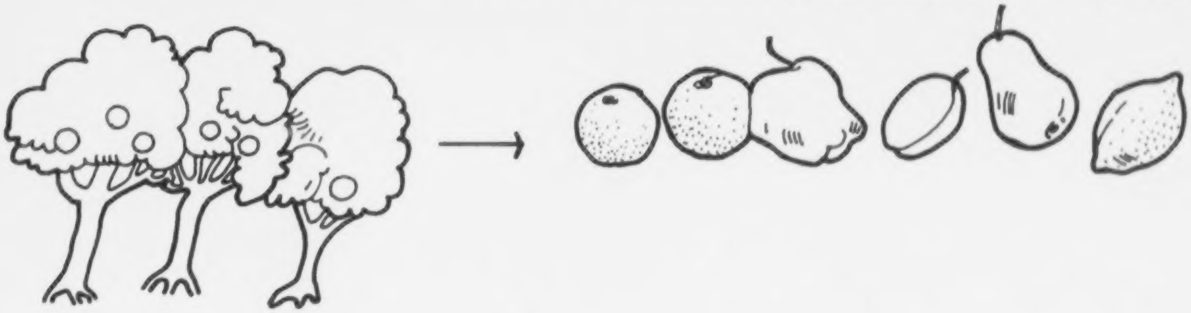

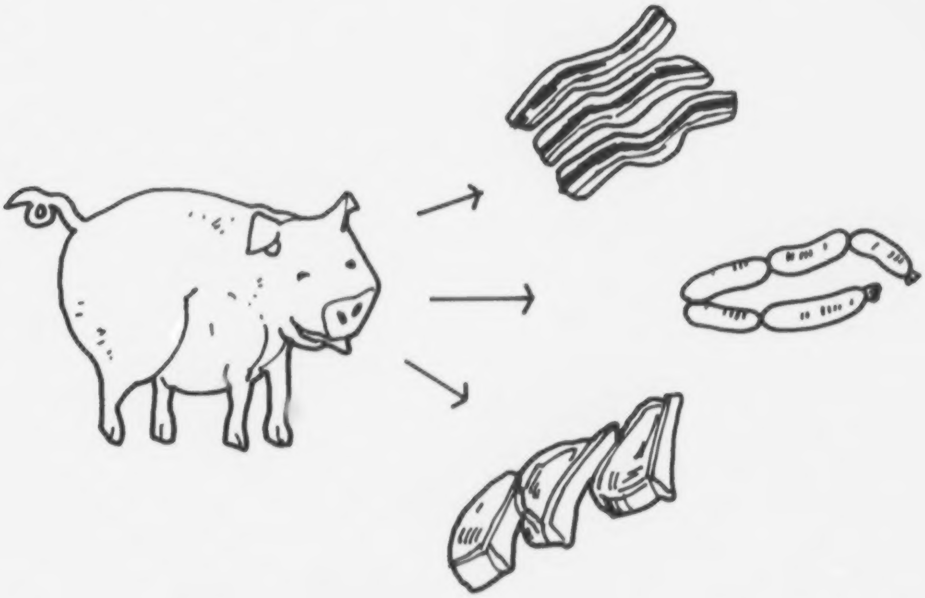

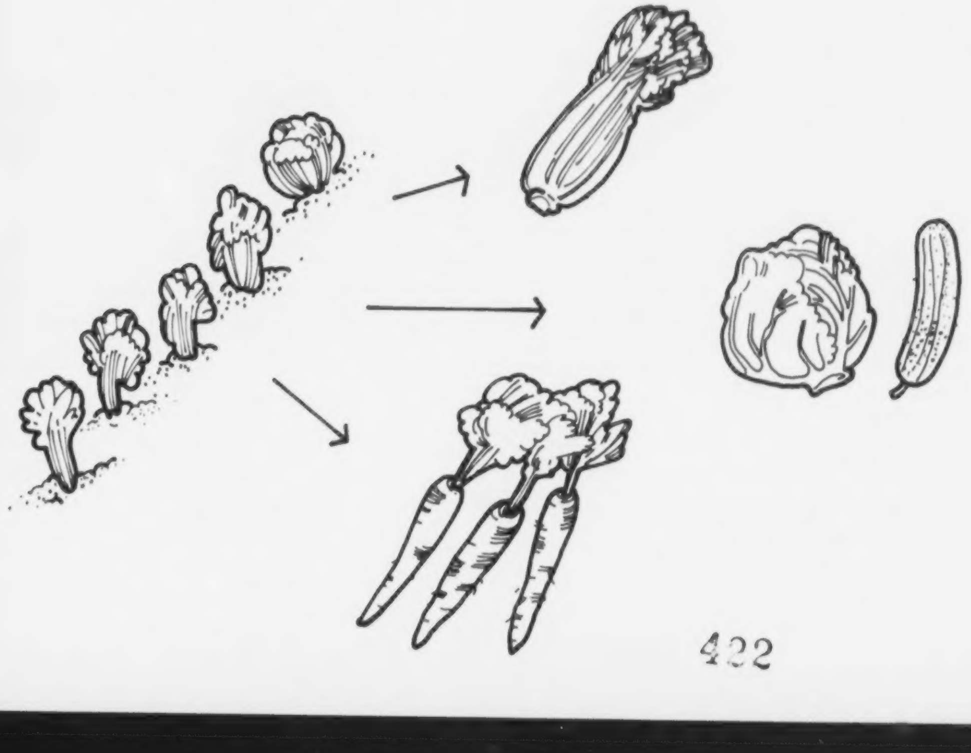

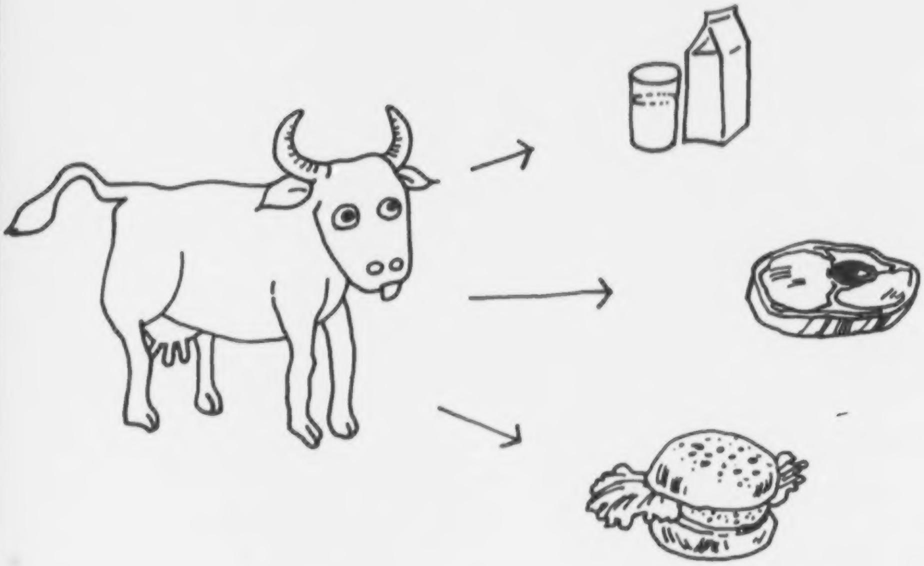

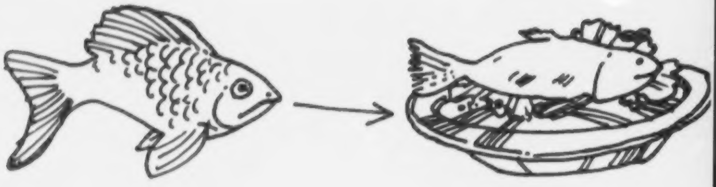

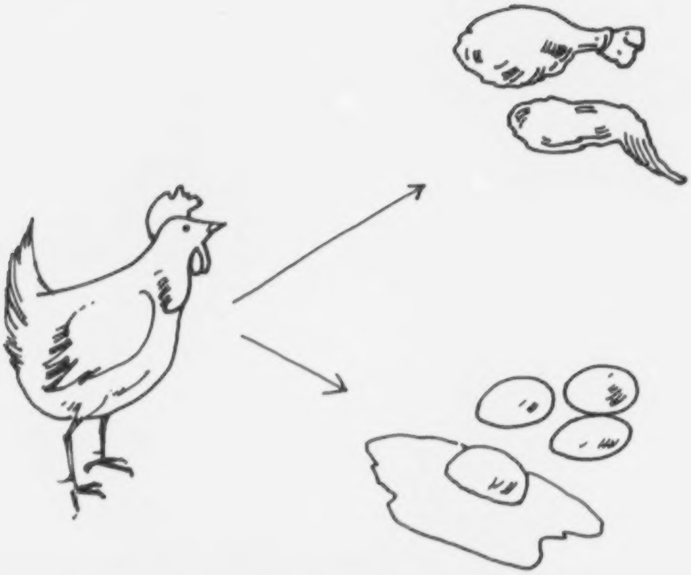

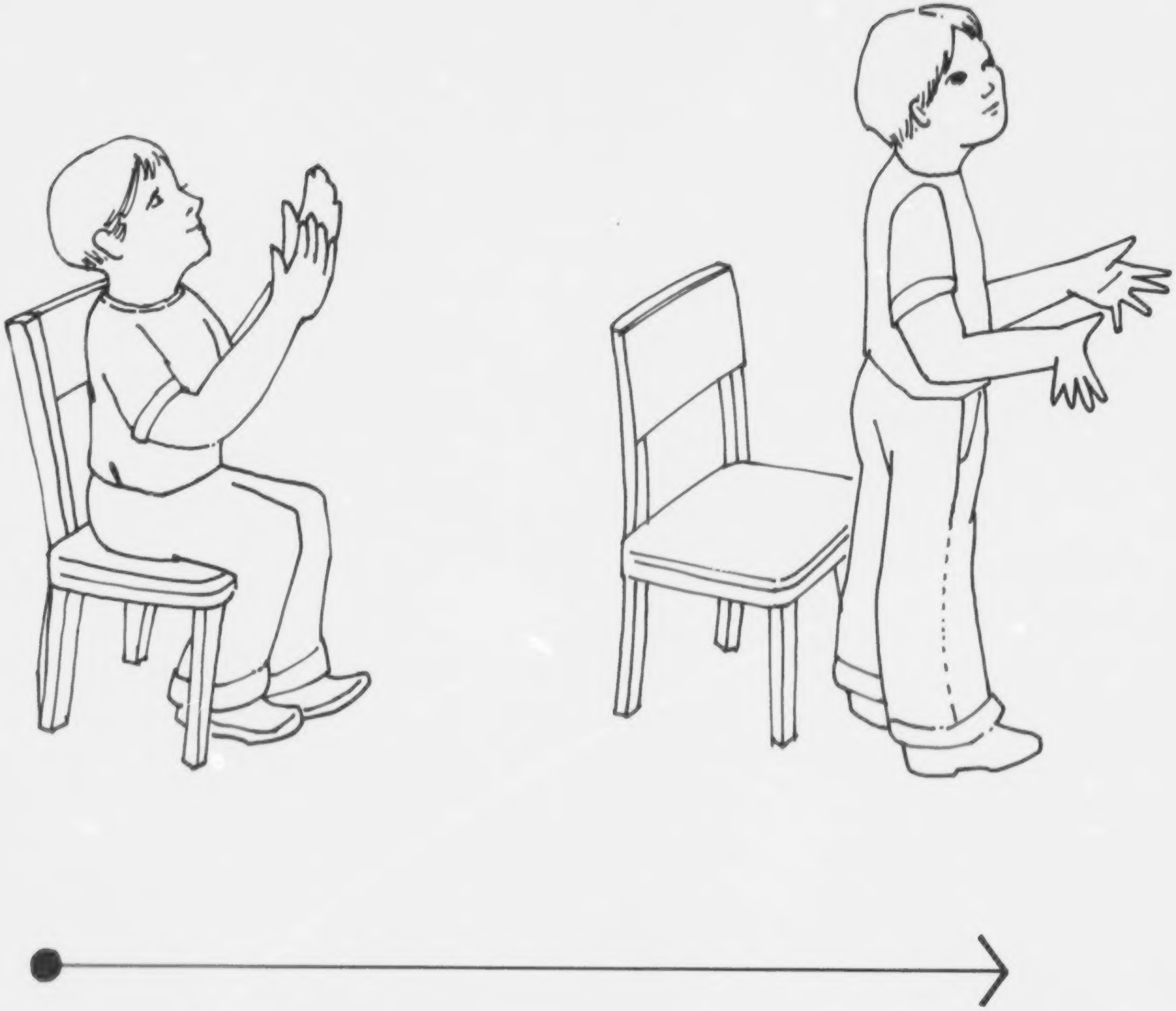

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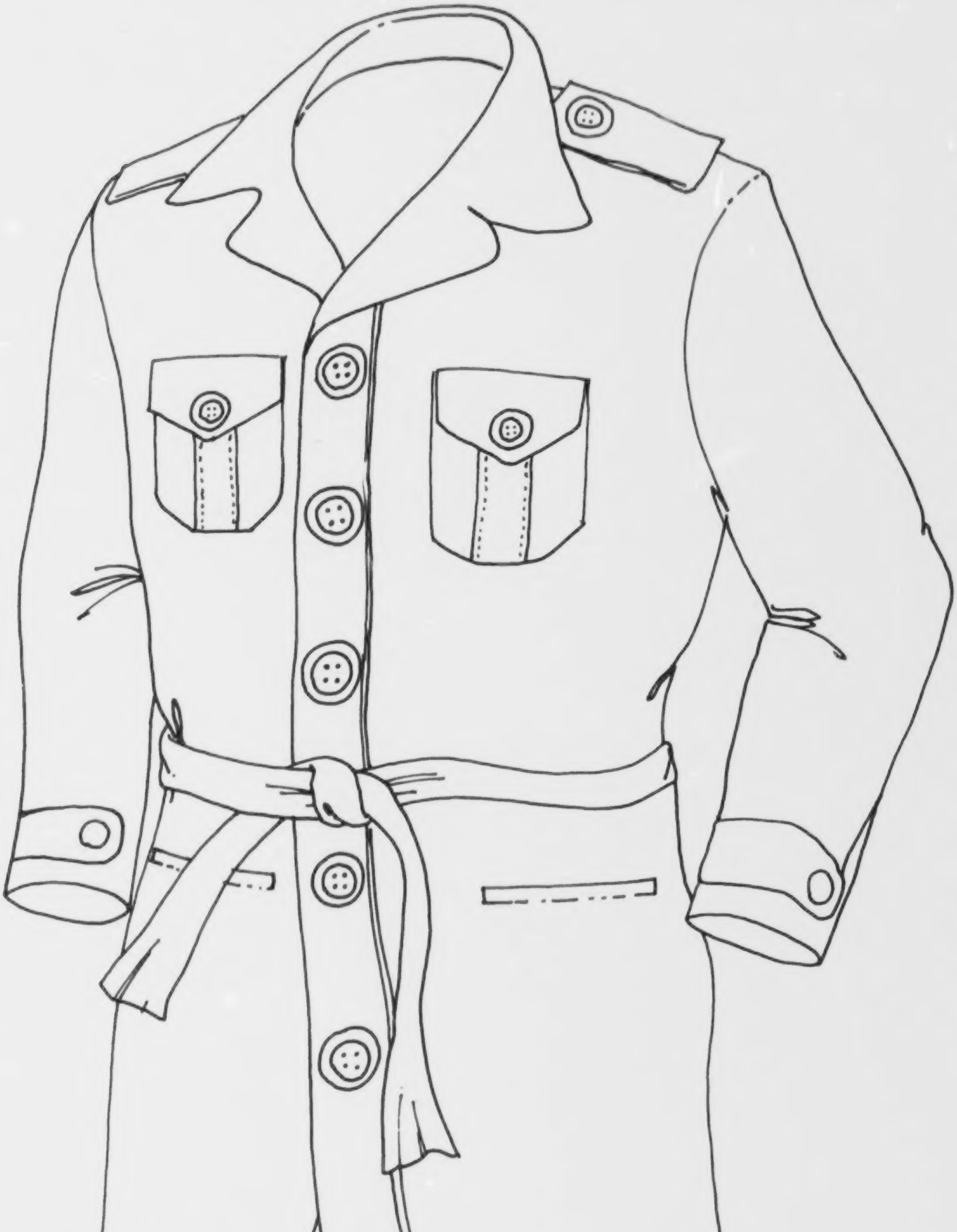
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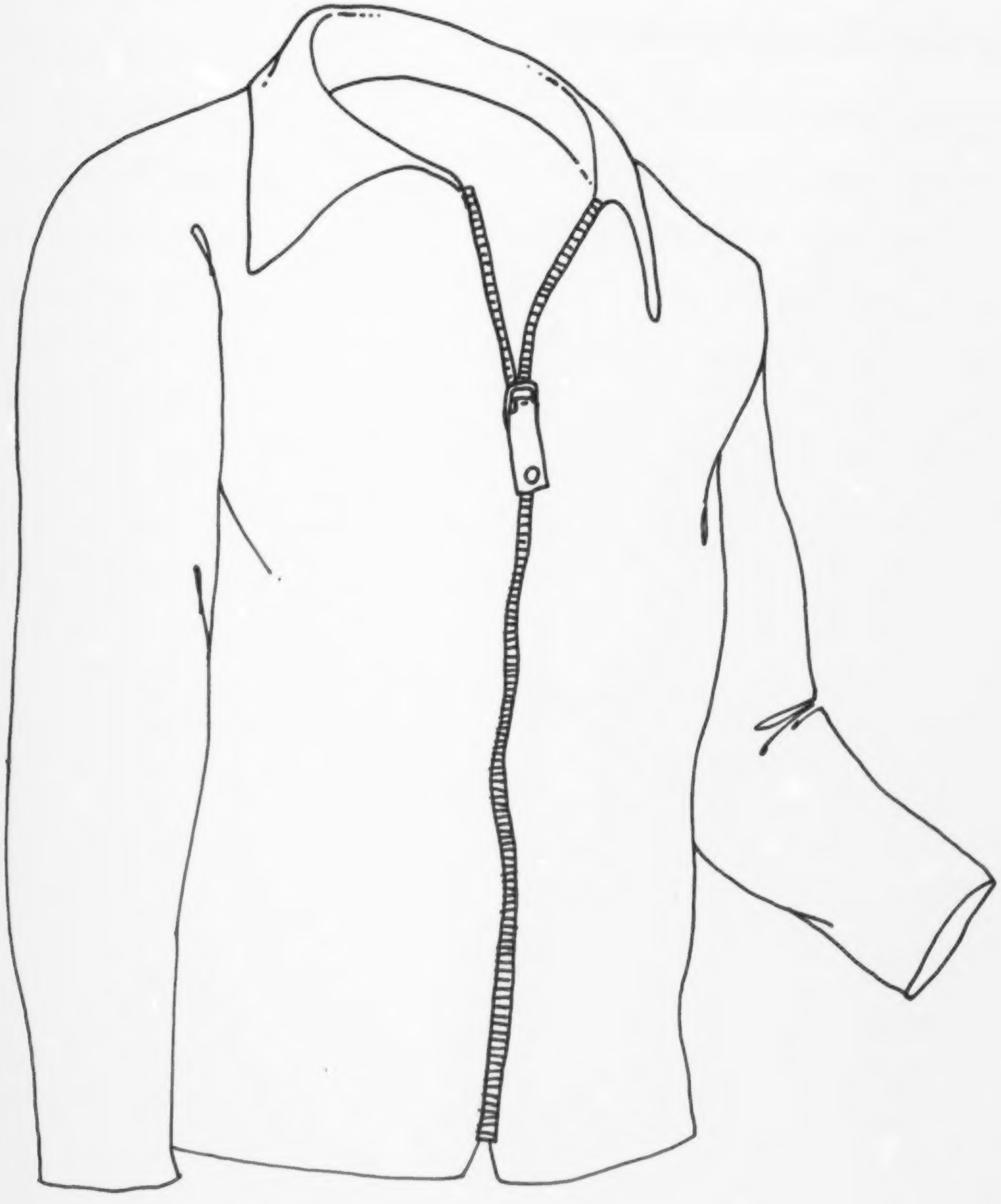

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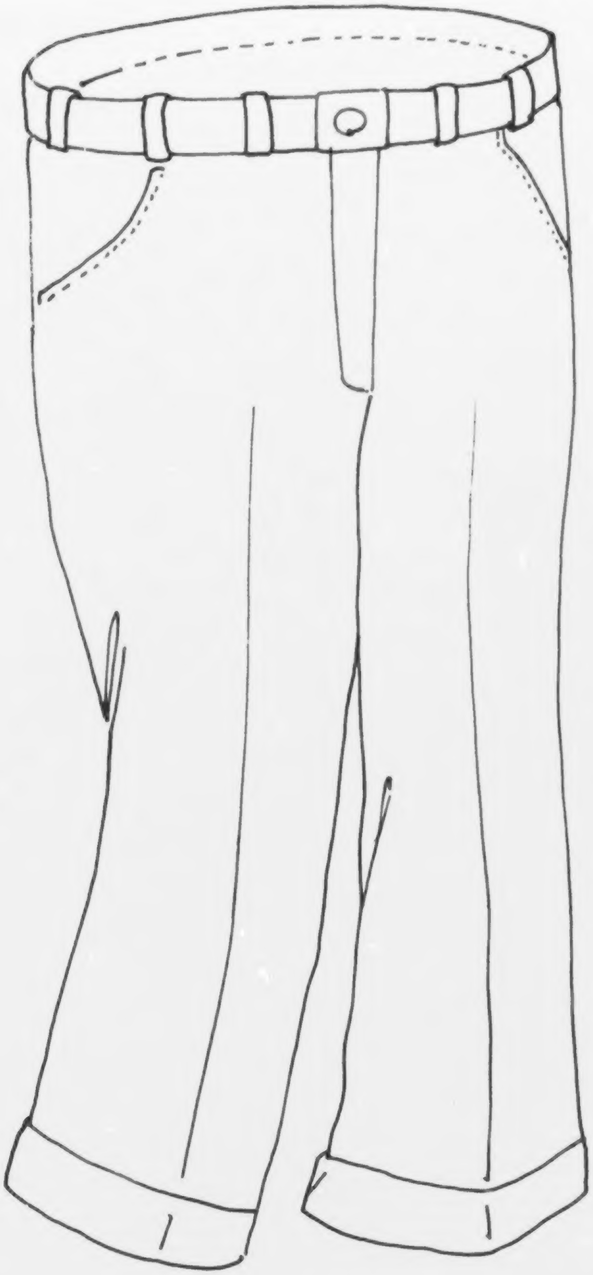

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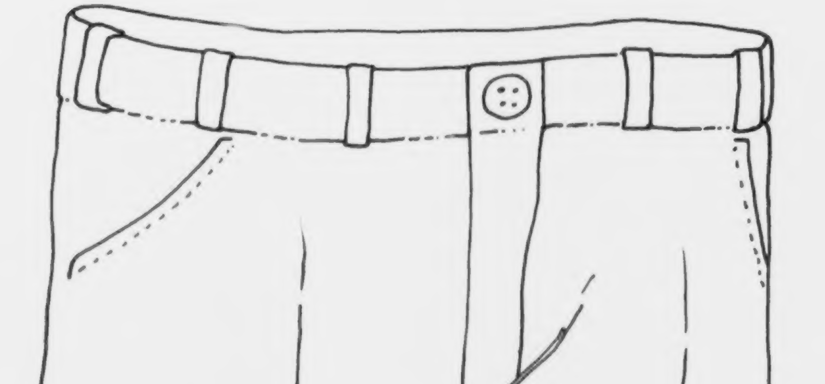

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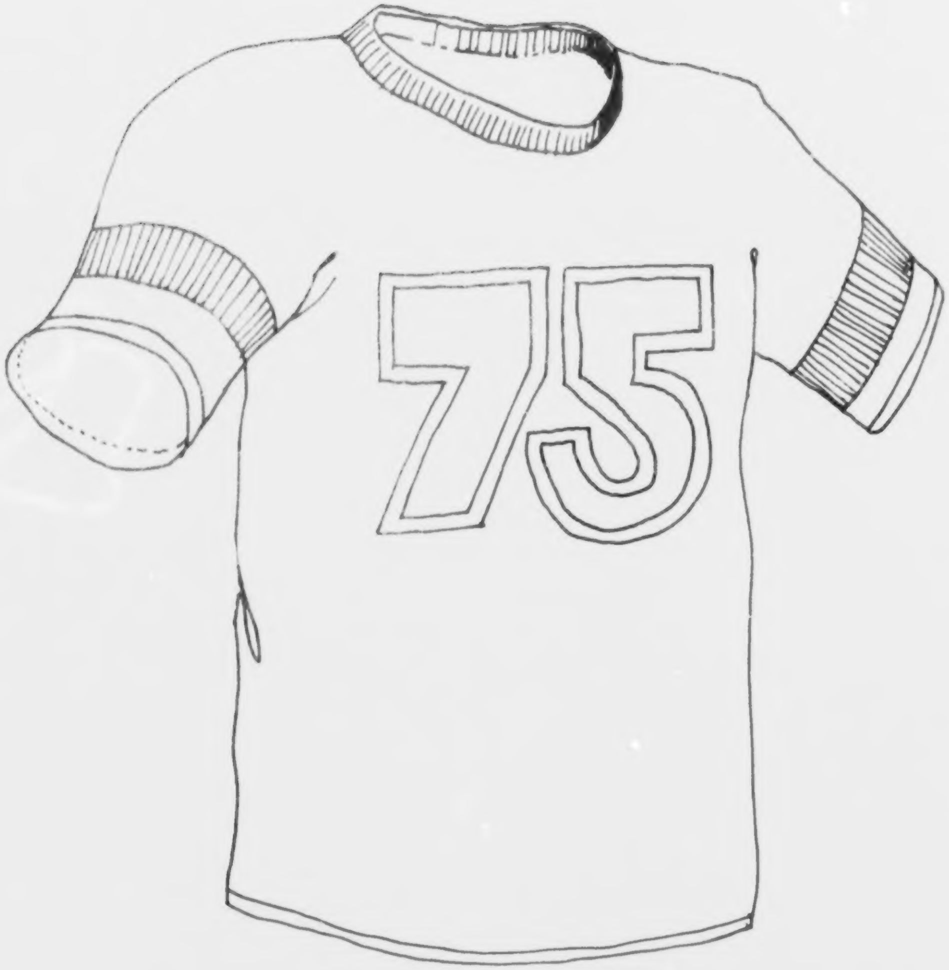

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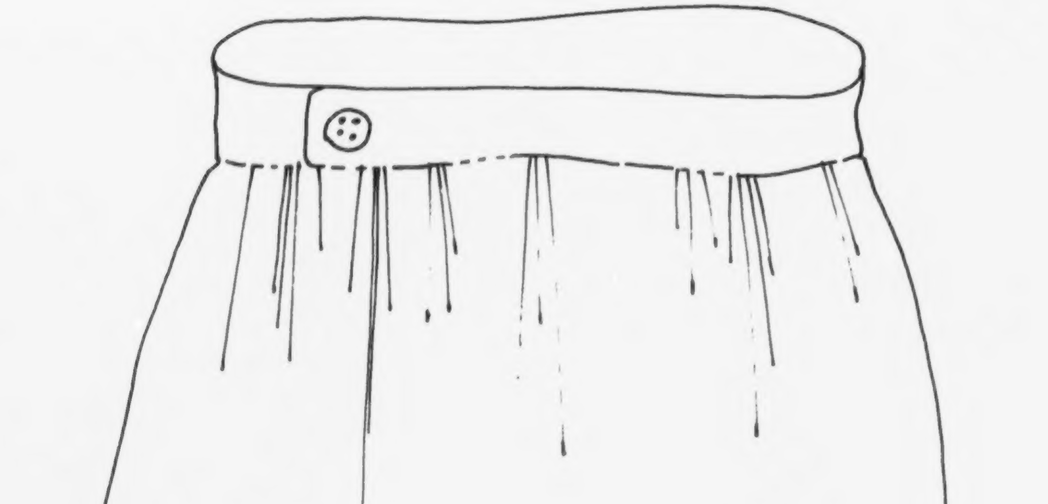
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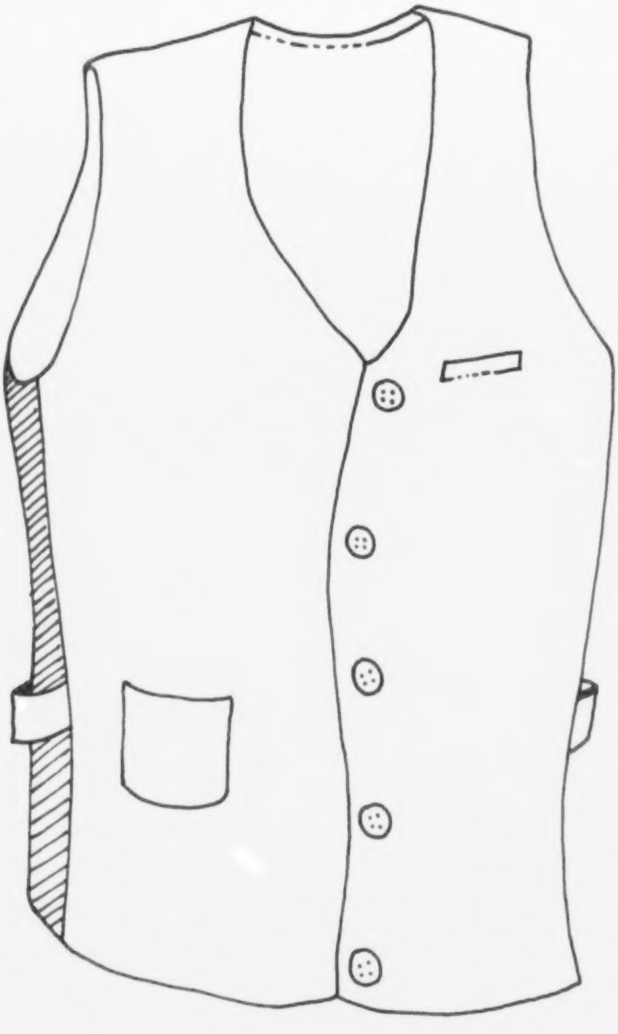

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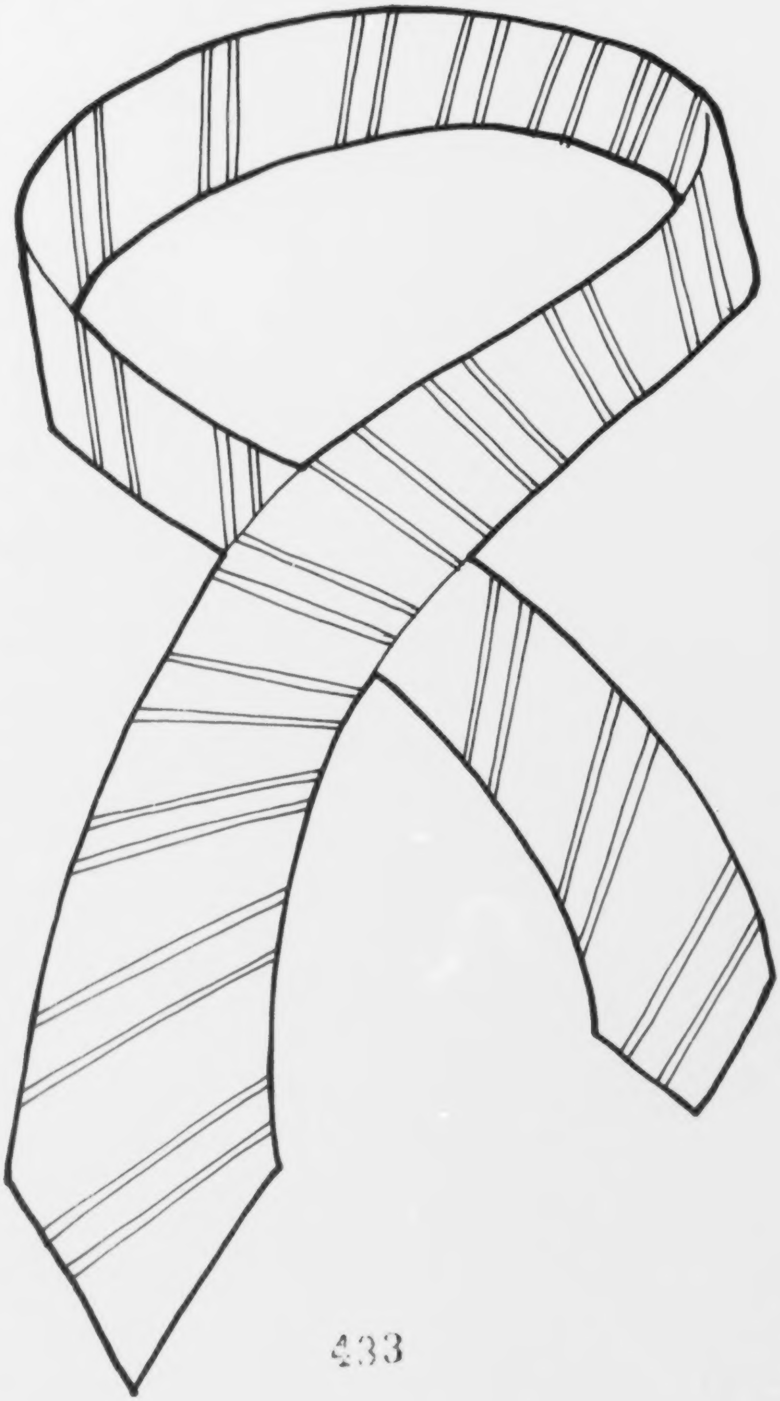

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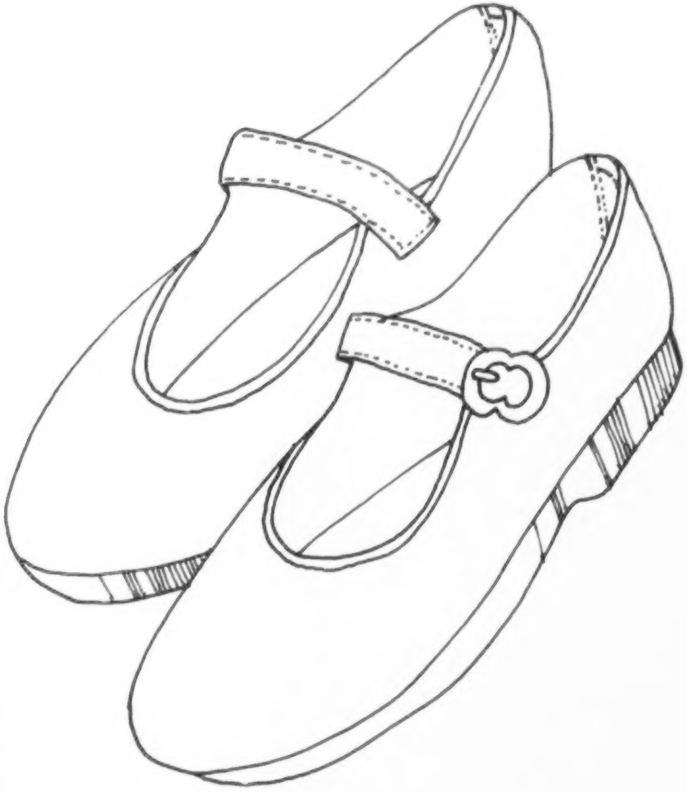

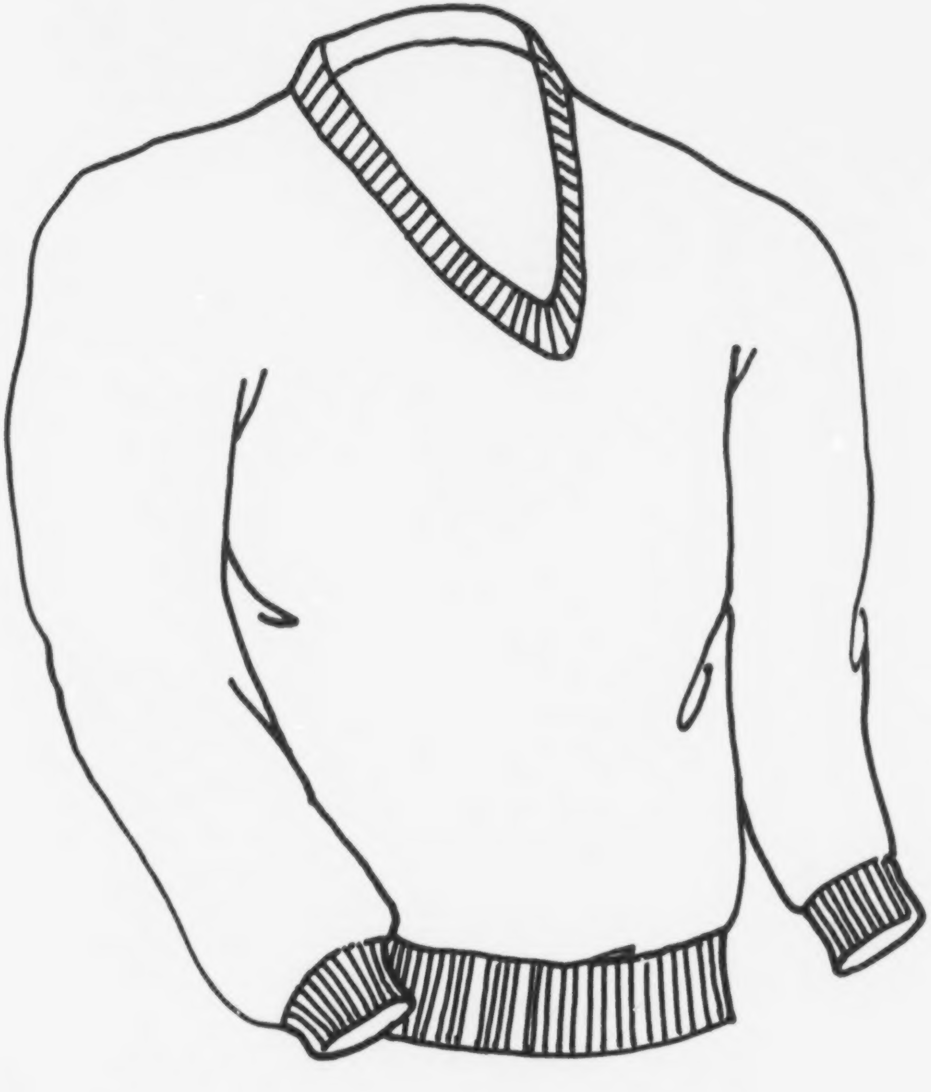

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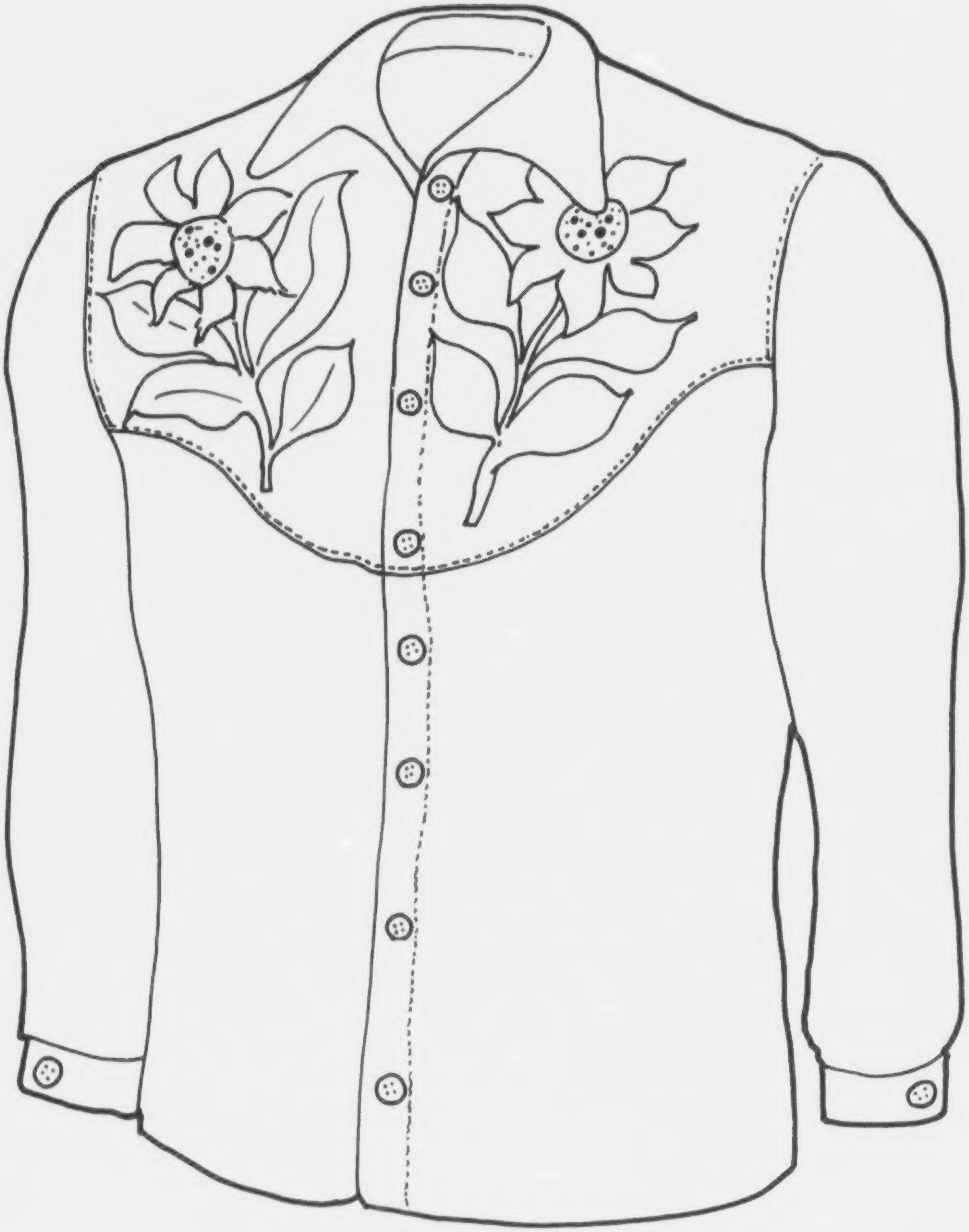

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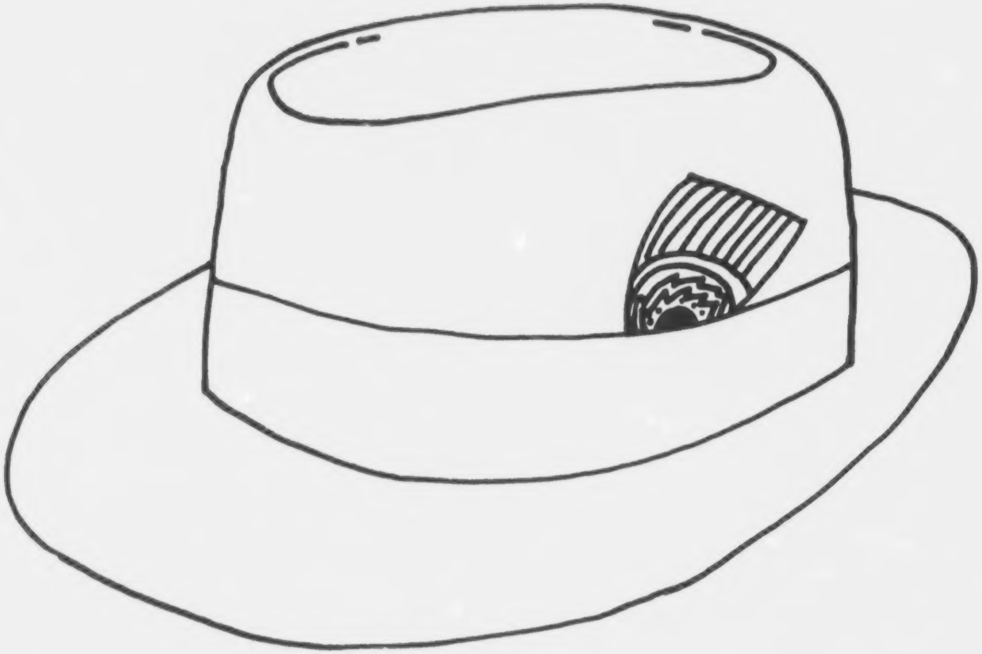

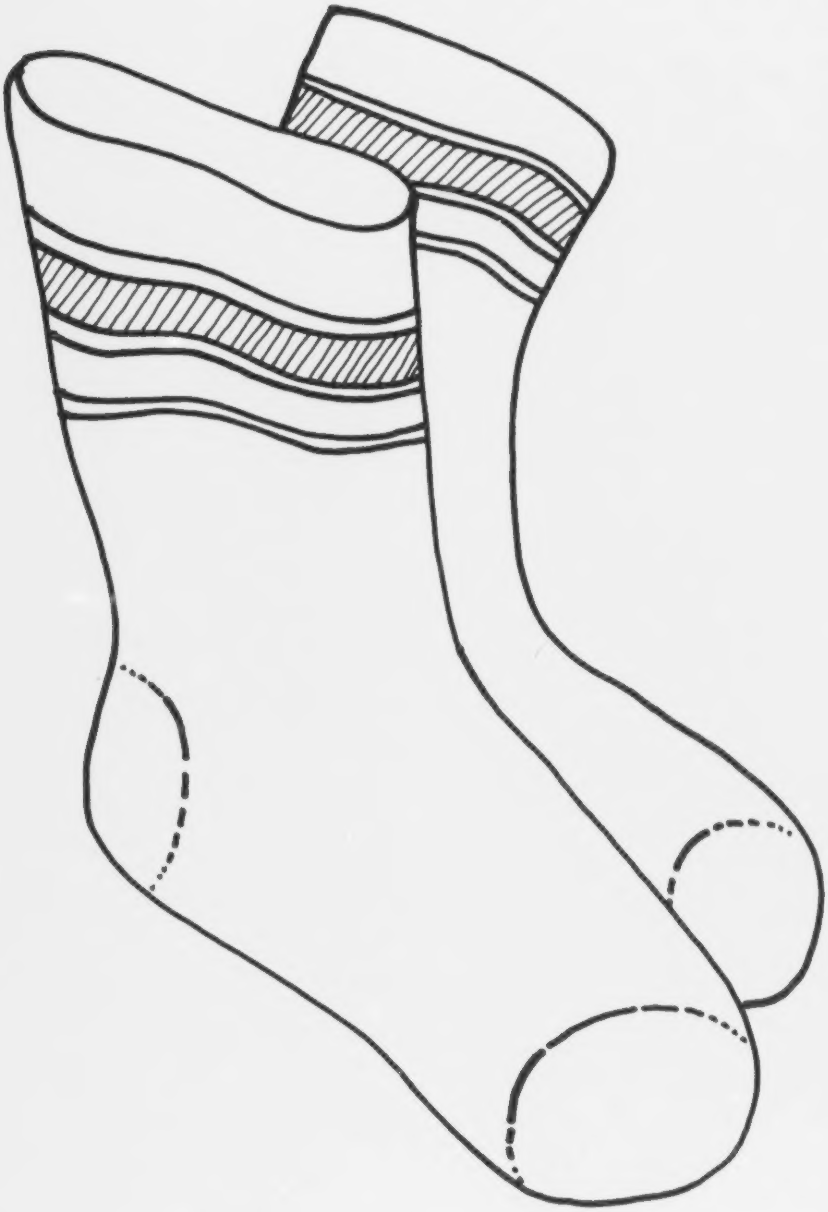

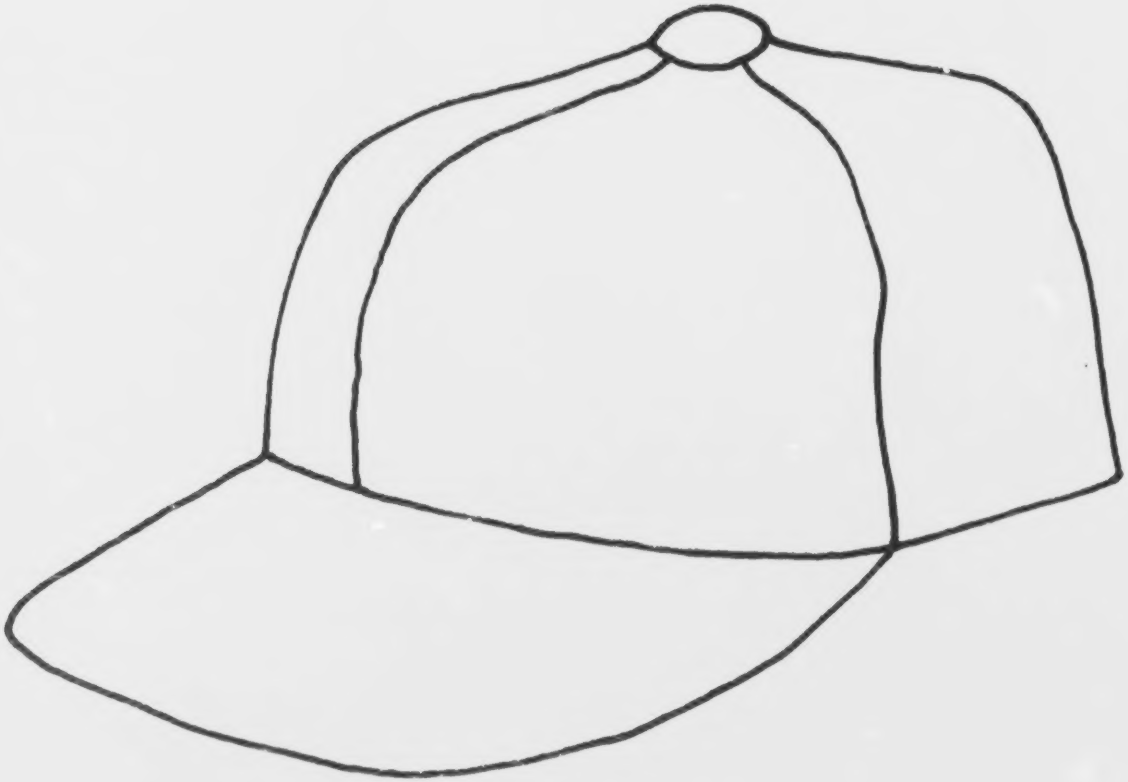

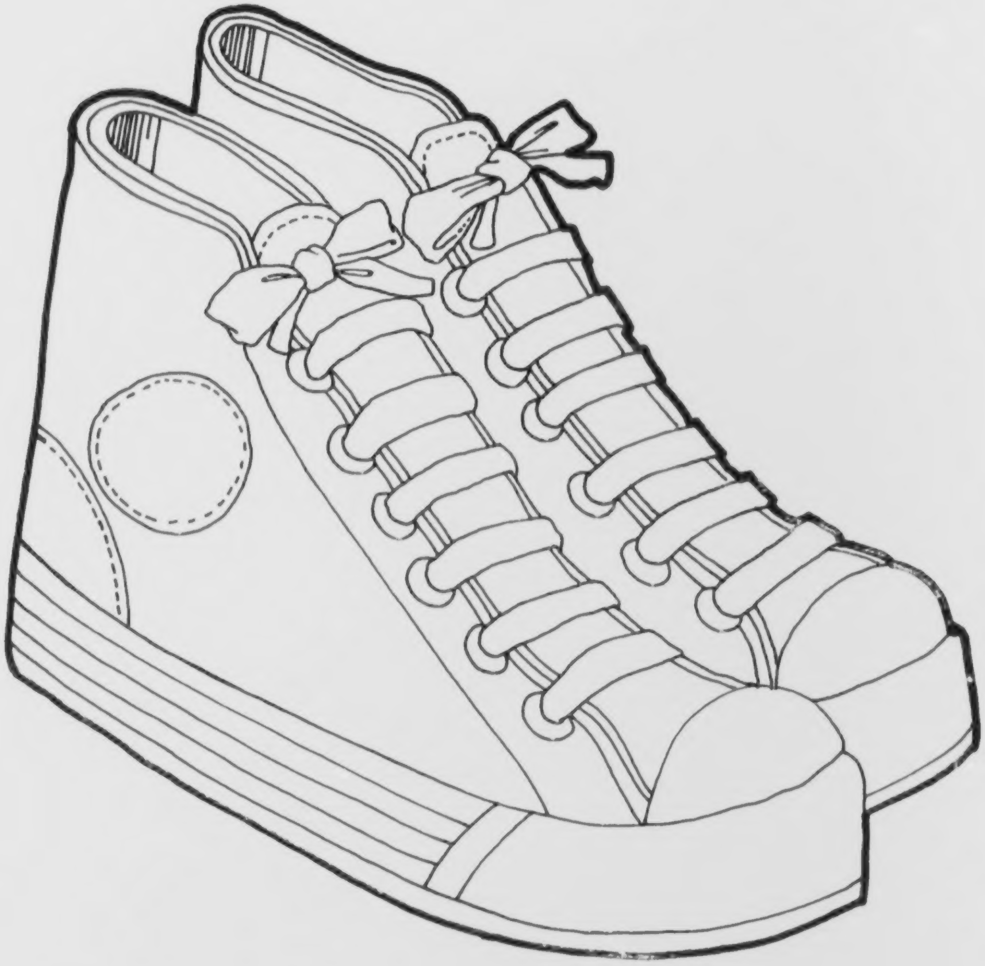

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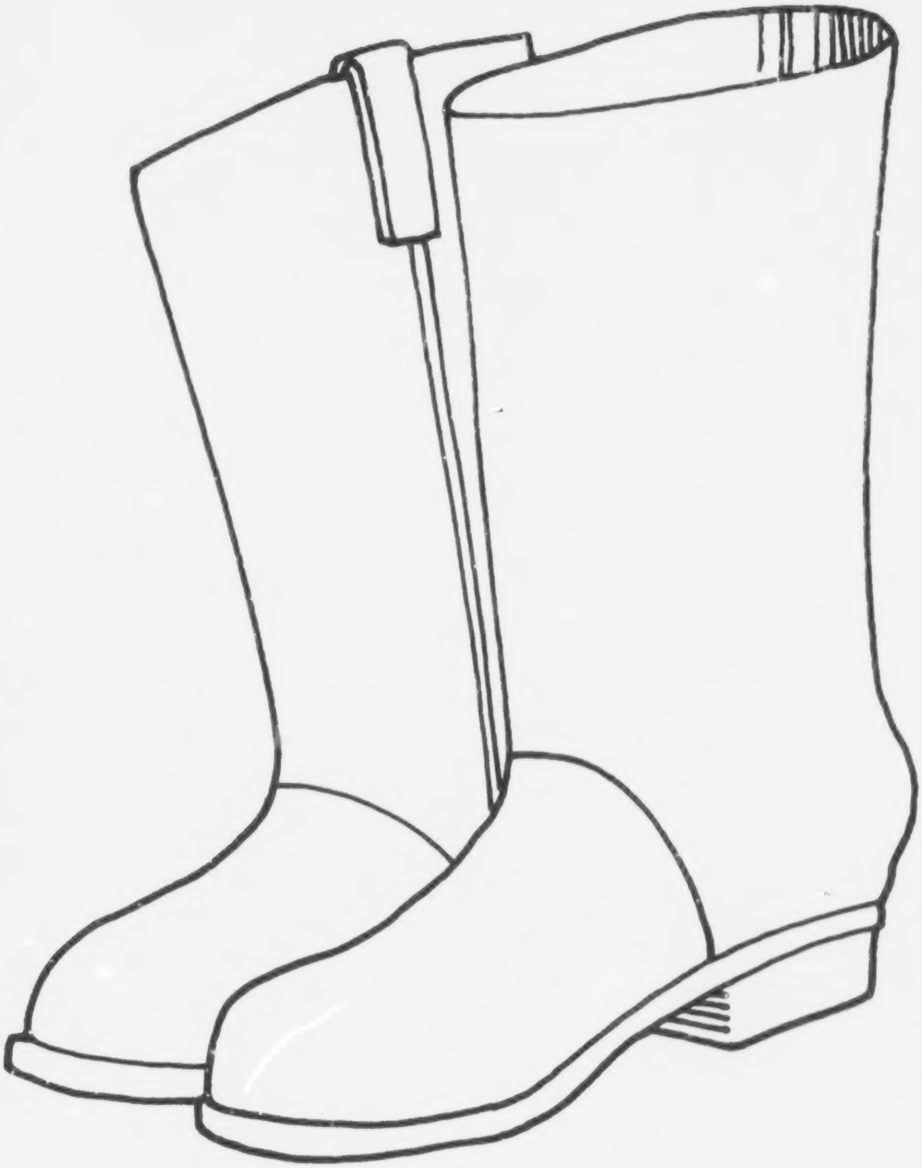

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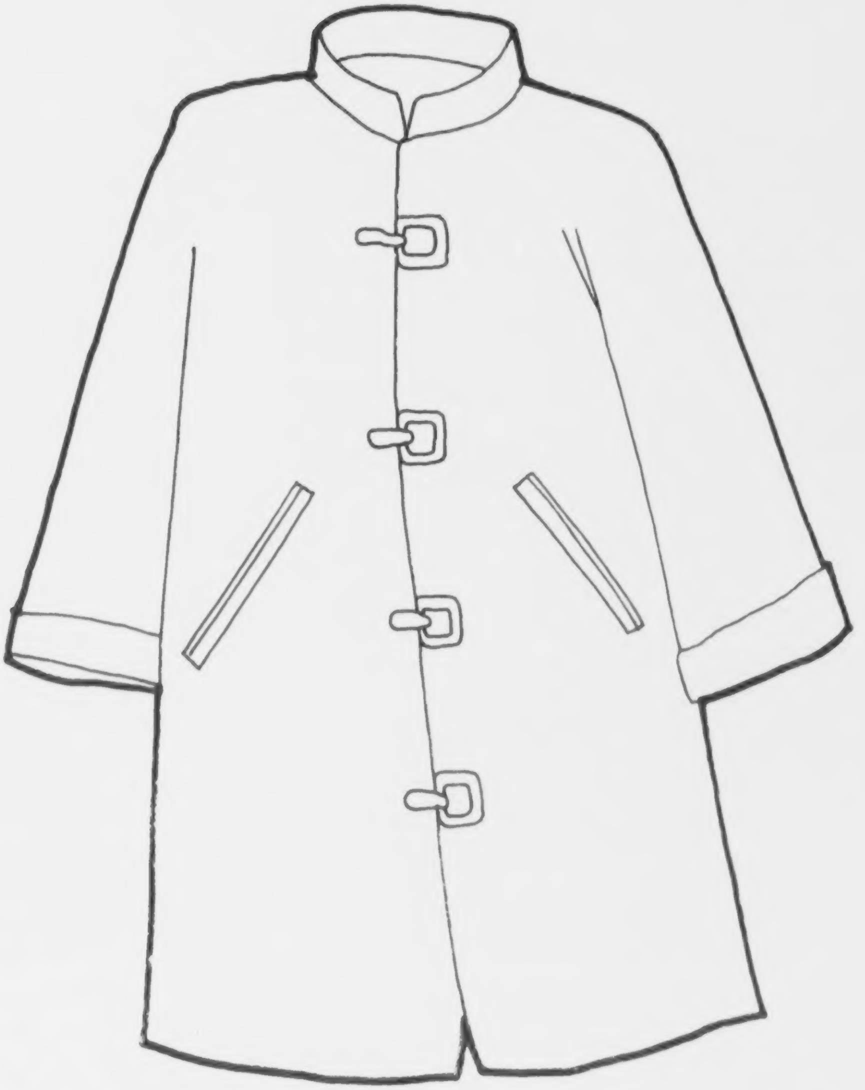

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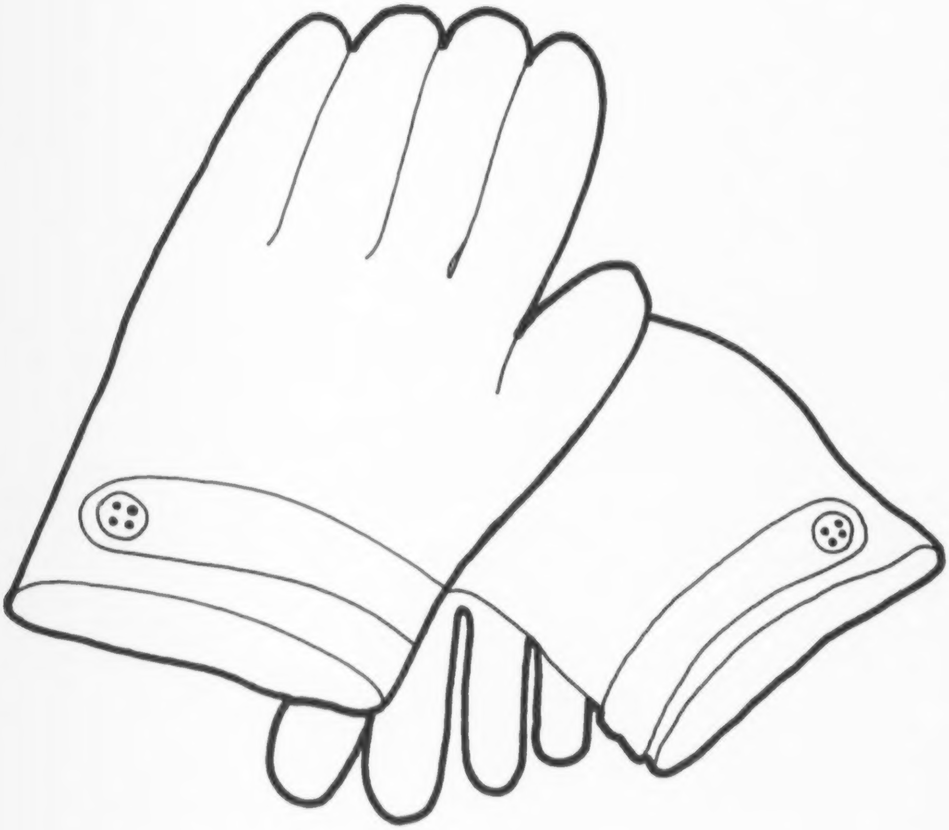
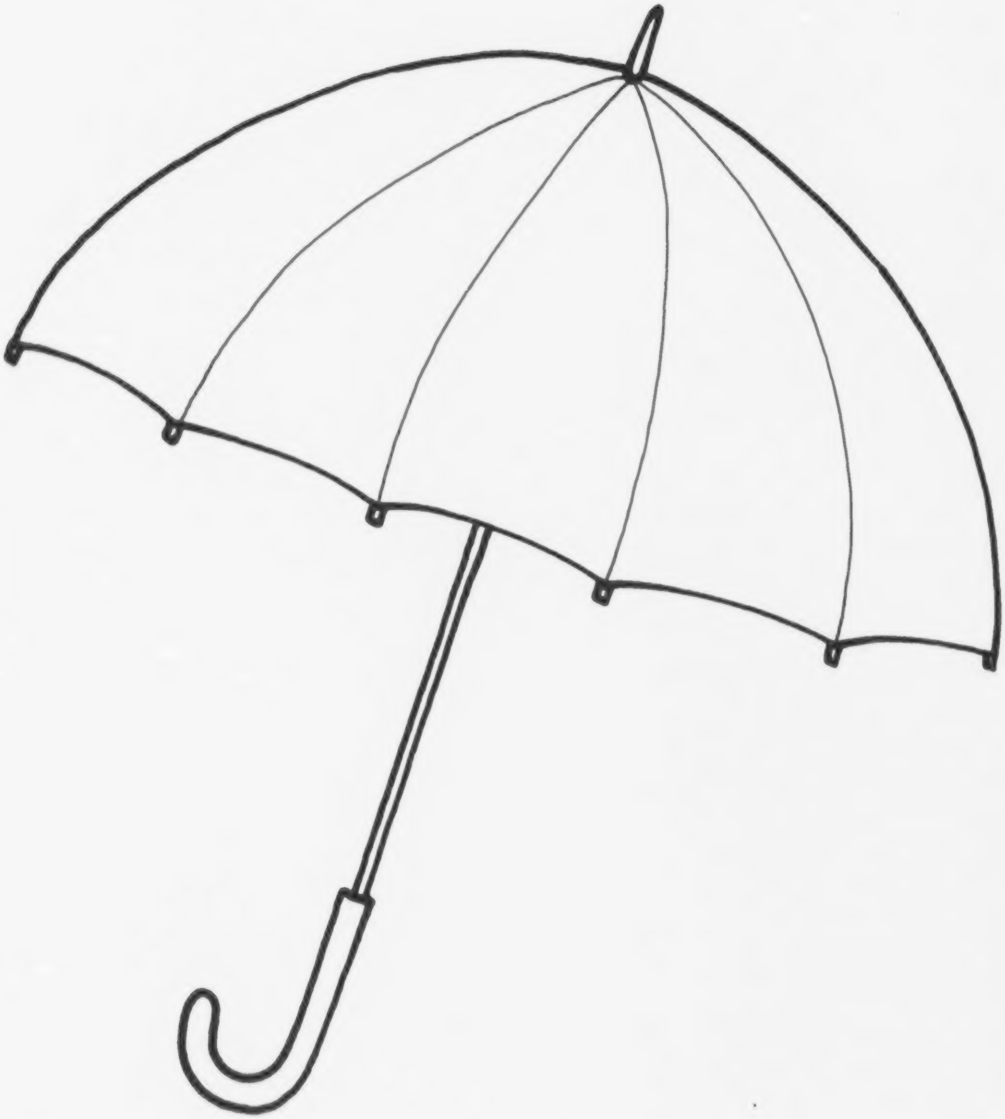
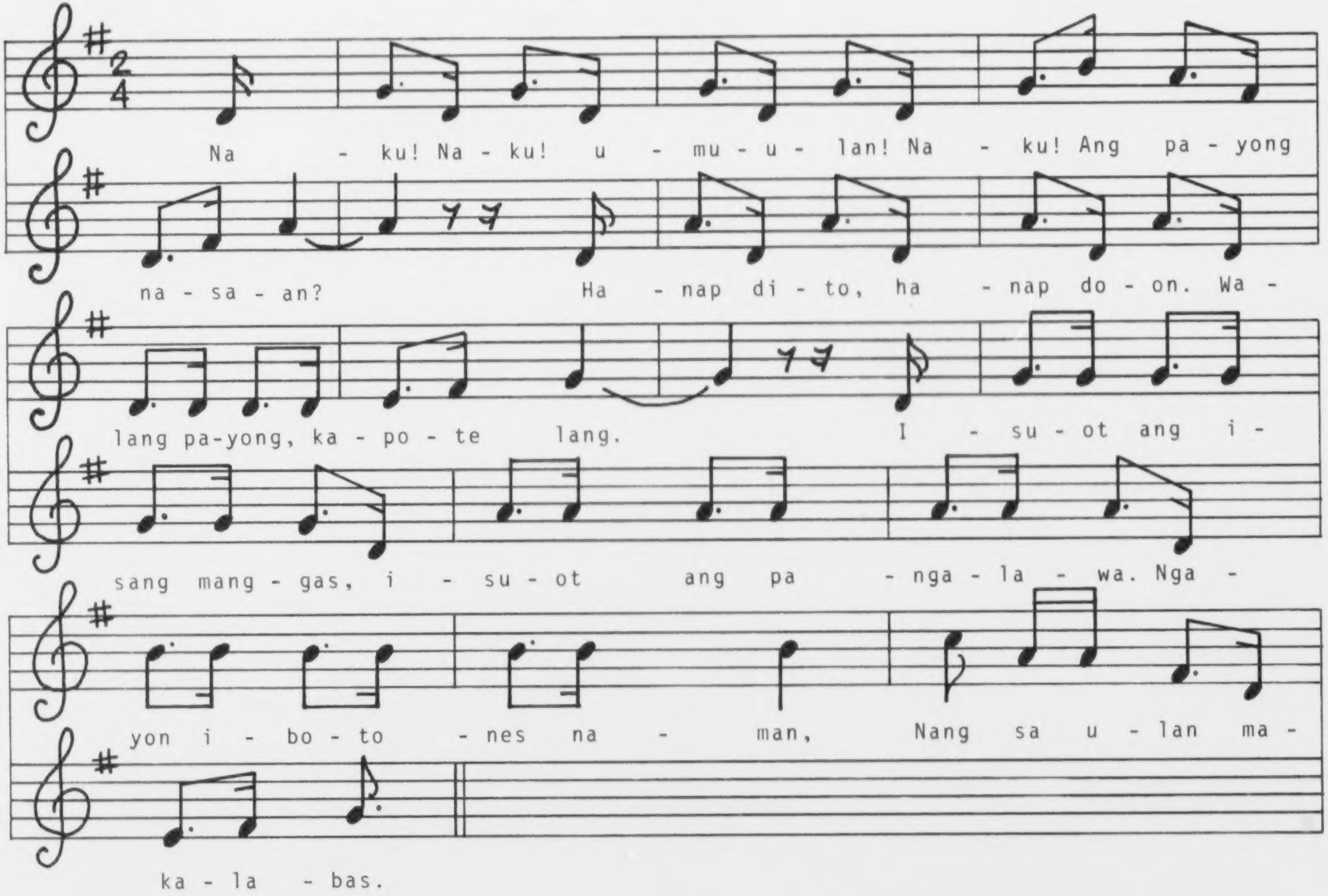




Naku Naku Umuulan


Na - ku! Na - ku! u - mu - u - lan! Na - ku! Ang pa - yong
na - sa - an? Ha - nap di - to, ha - nap do - on. Wa -
lang pa-yong, ka - po - te lang. I - su - ot ang i -
sang mang - gas, i - su - ot ang pa - nga - la - wa. Nga -
yon i - bo - to - nes na - man, Nang sa u - lan ma -
ka - la - bas.

"FILIPINO ALPHABET"

Materials:

tagboard, scissors, glue

Directions:

1. Cut out the alphabet.
2. Glue flashcards onto tagboards.

Note: The flashcards will be used throughout the language arts unit.

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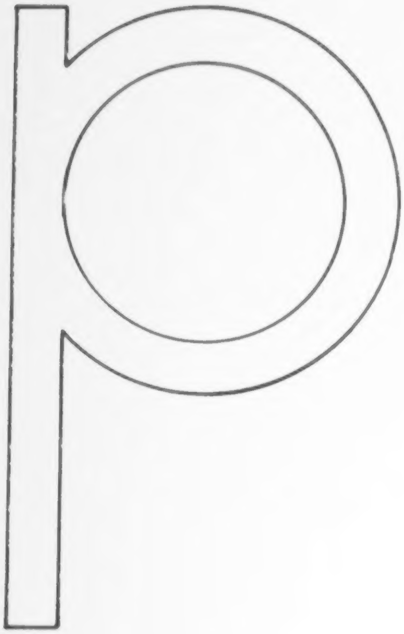

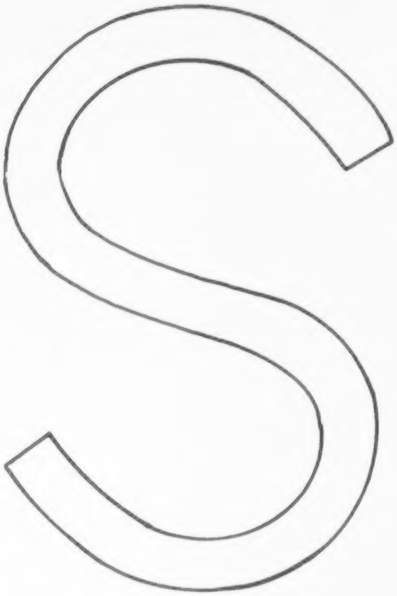

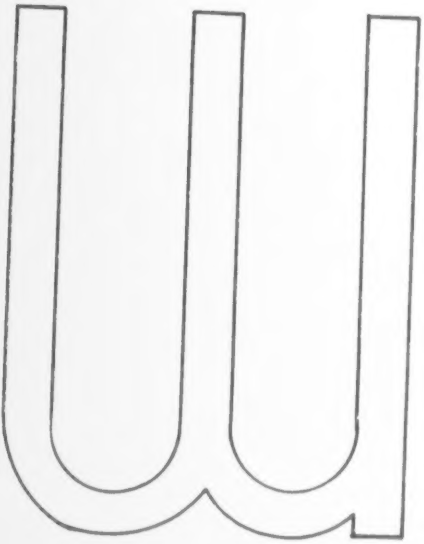

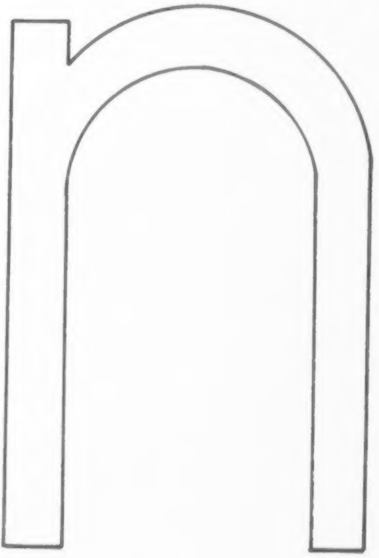

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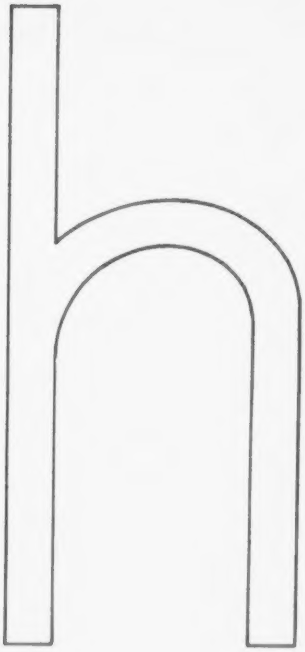
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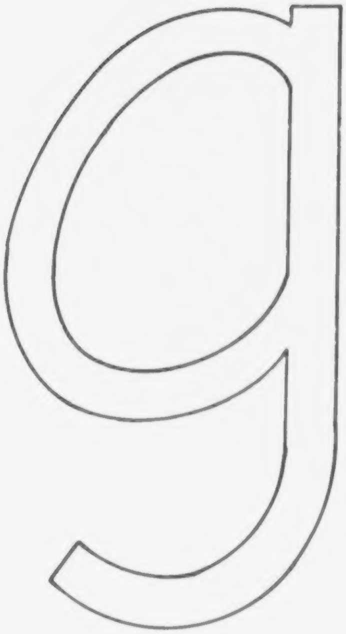
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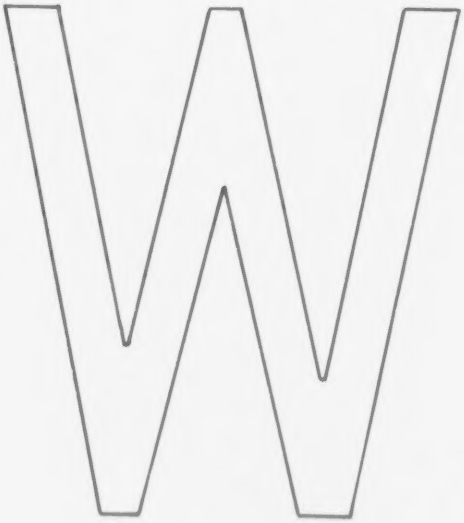
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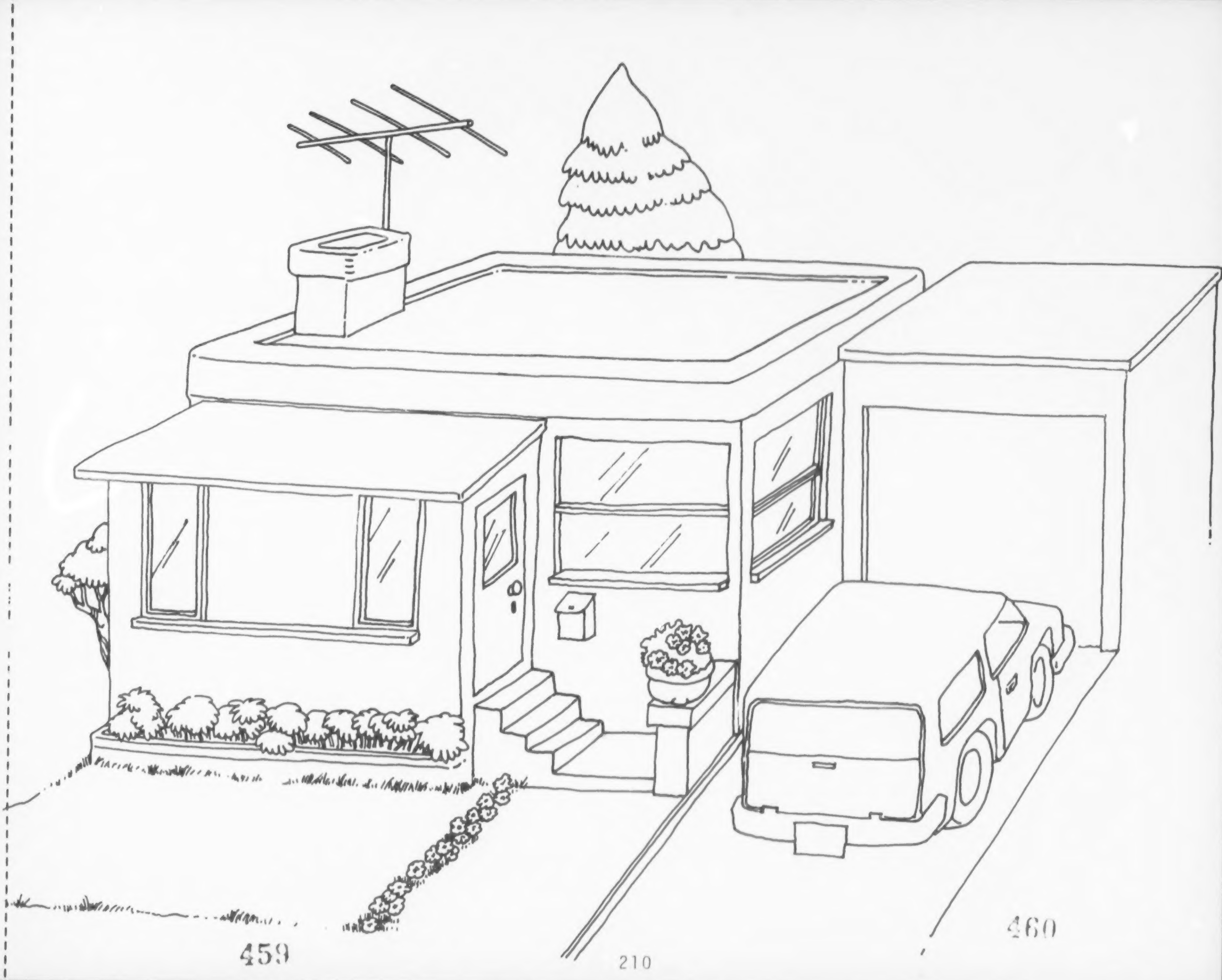
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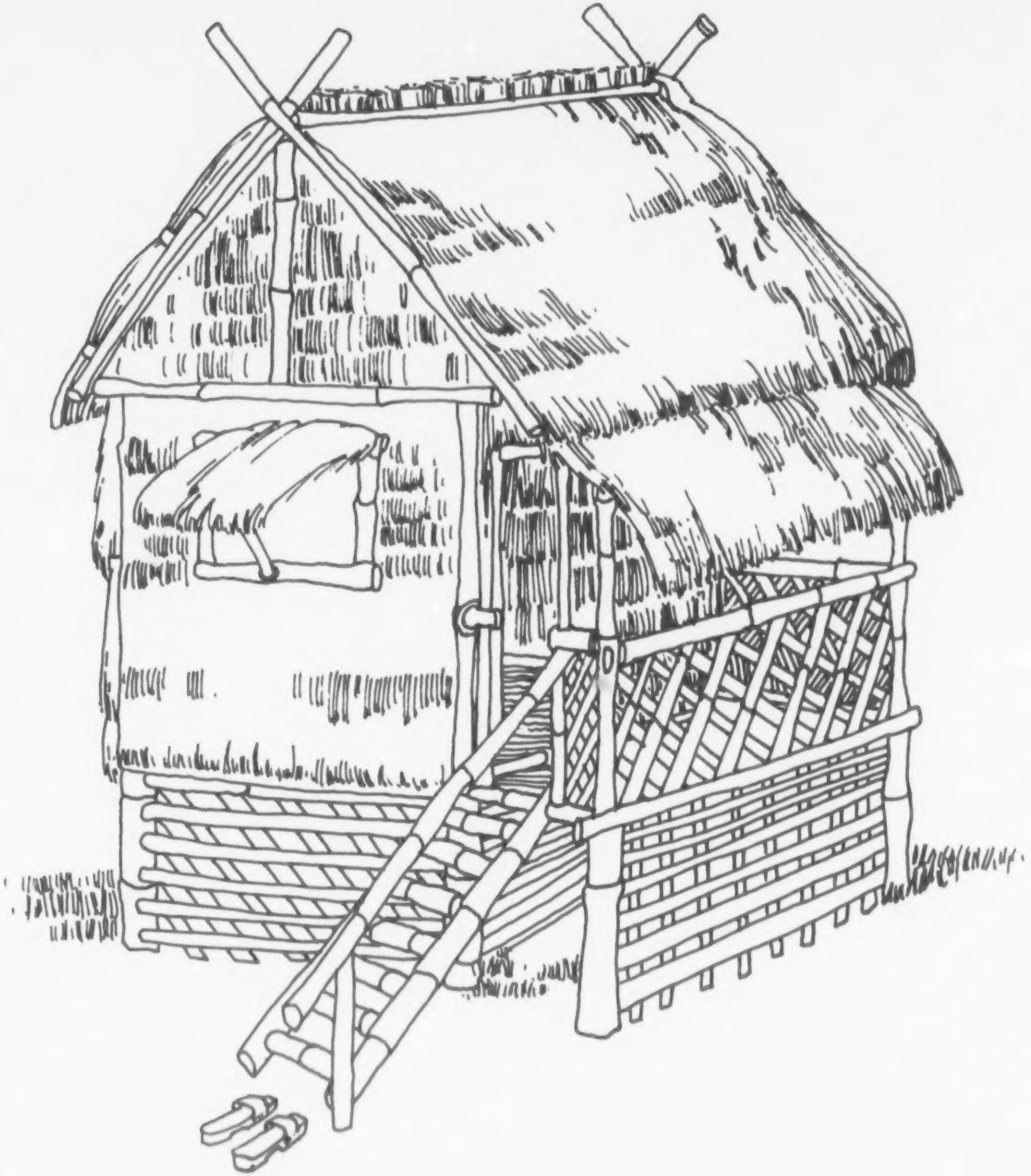

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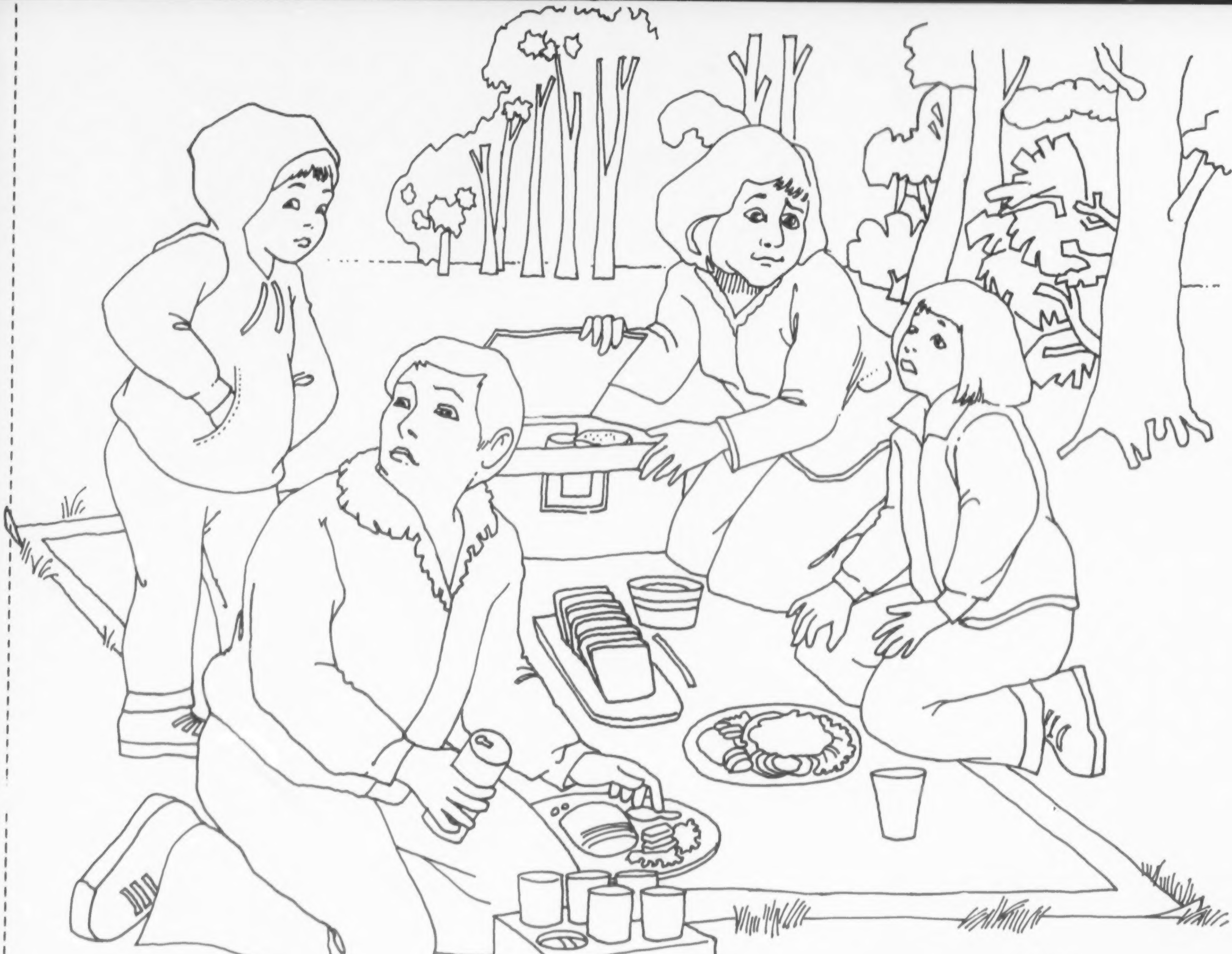

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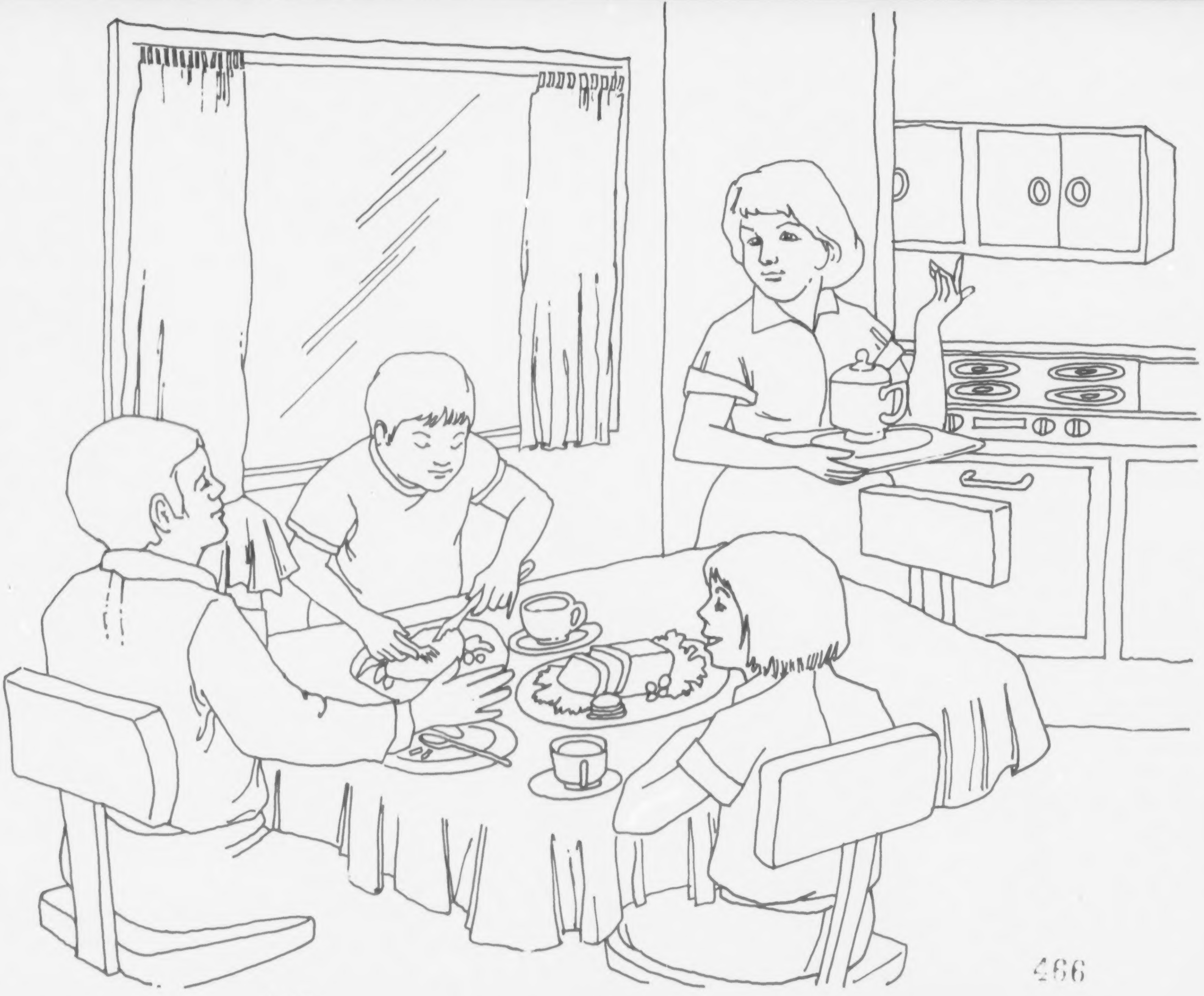

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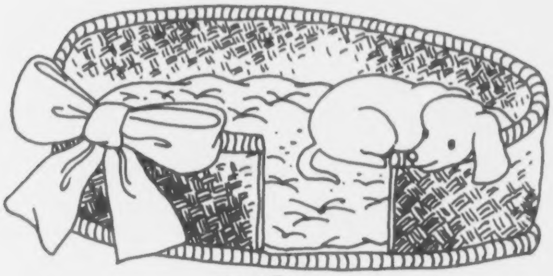

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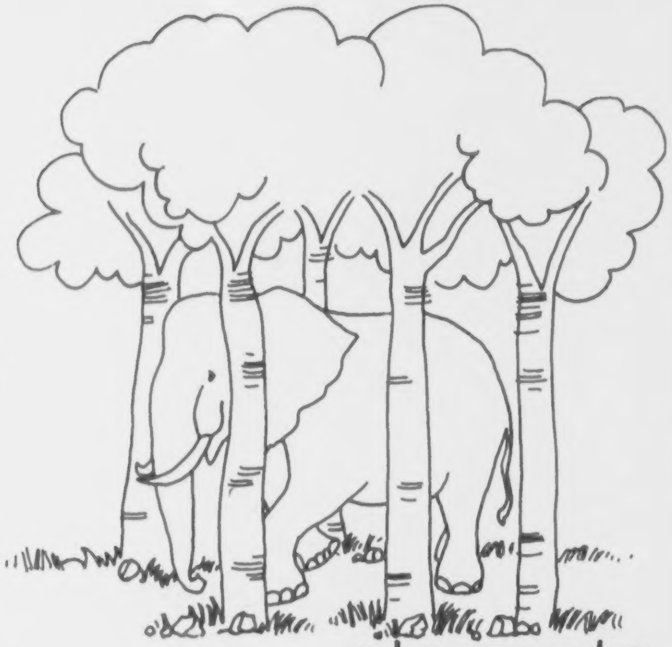

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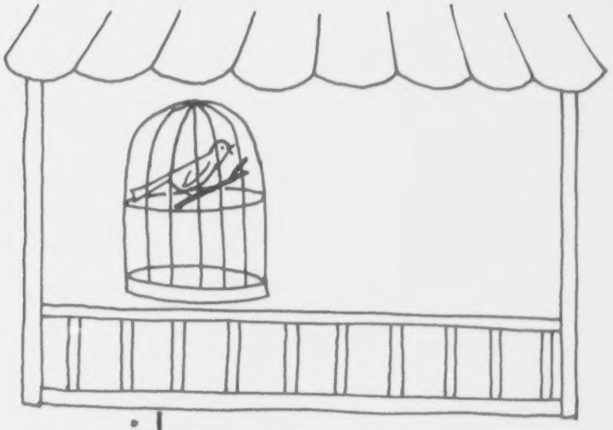

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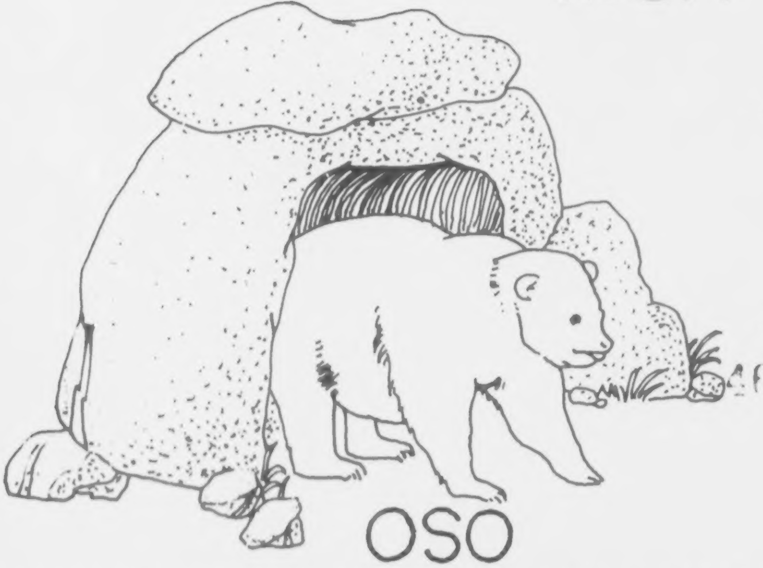

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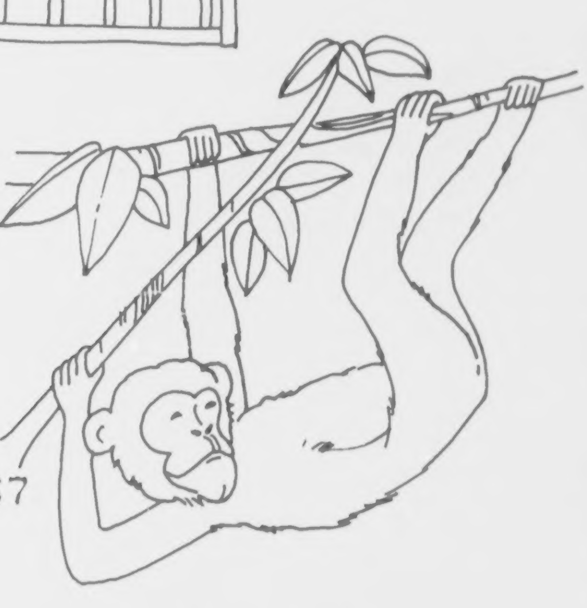

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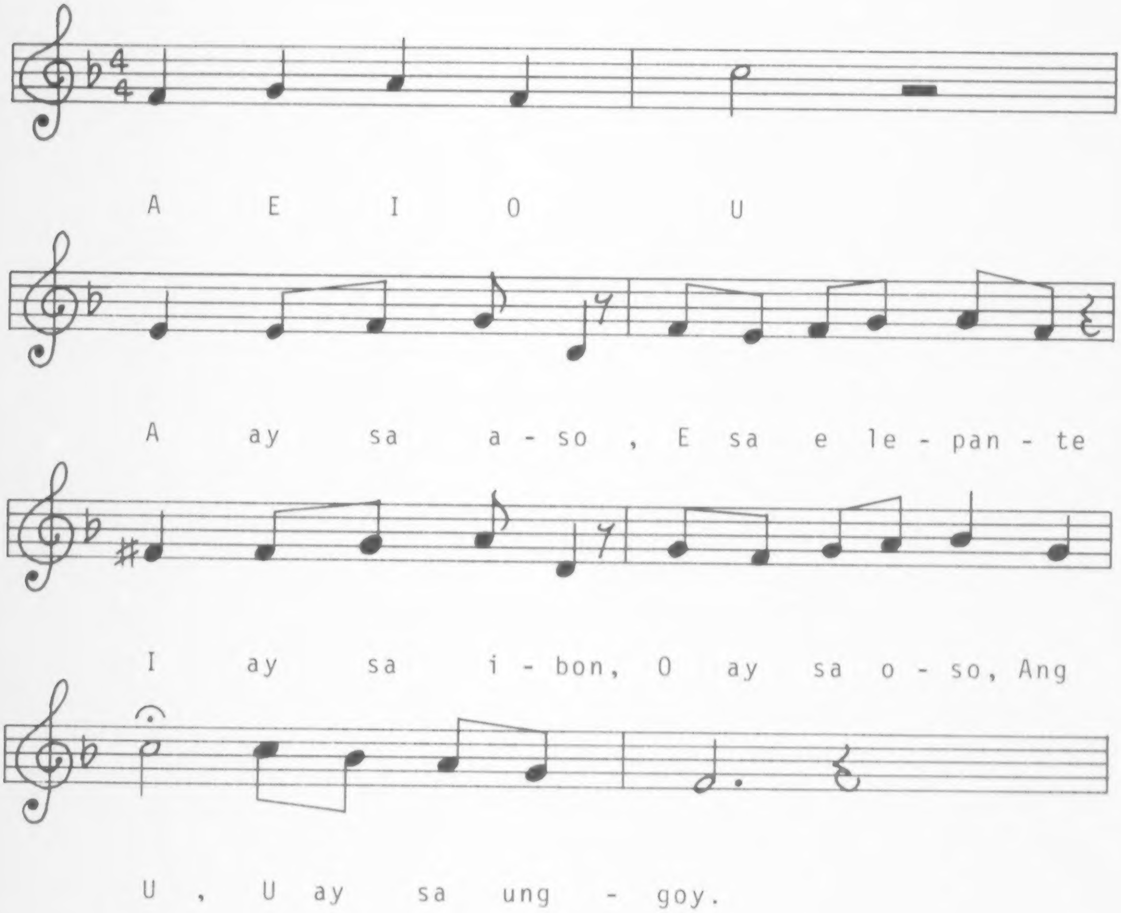
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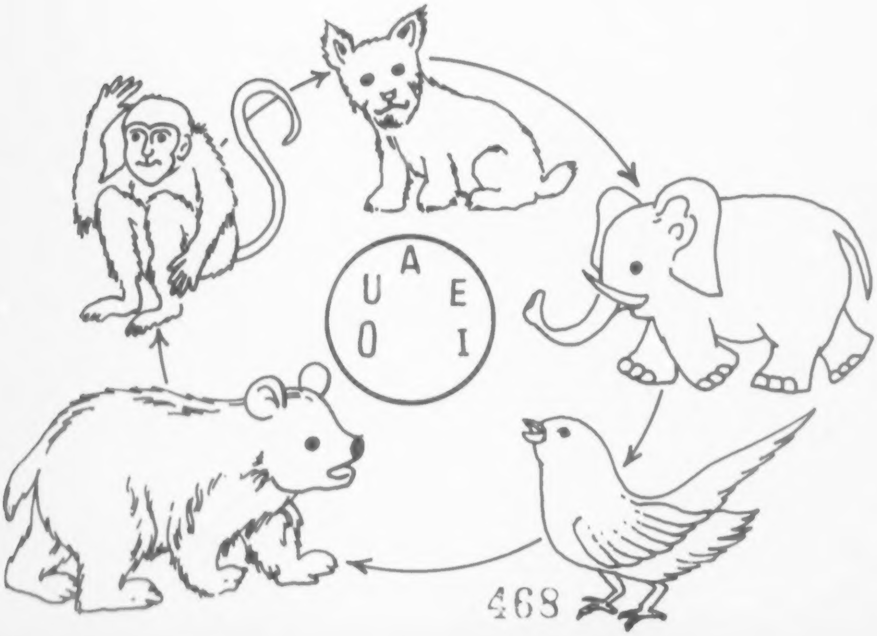
I ay sa i - bon, O ay sa o - so, Ang
U , U ay sa ung - goy.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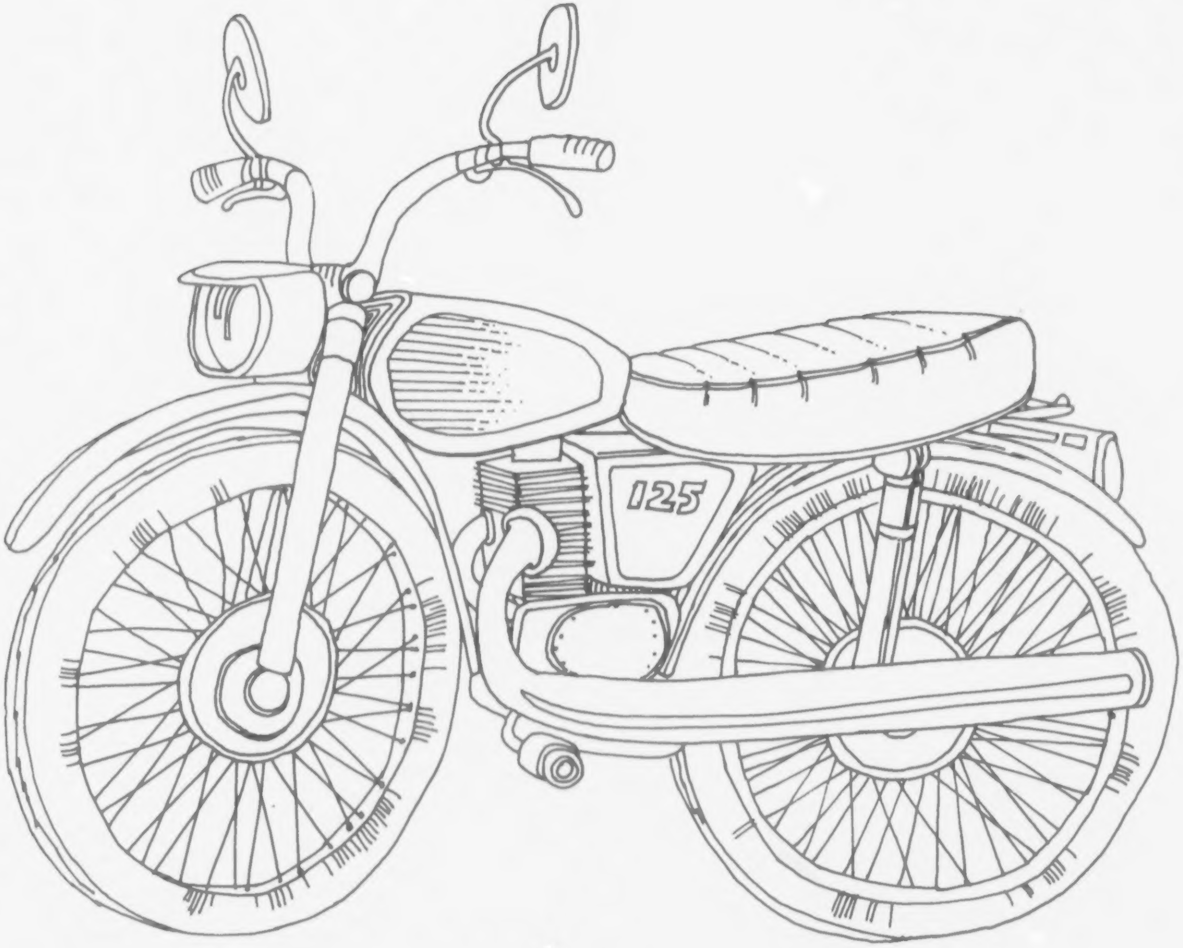

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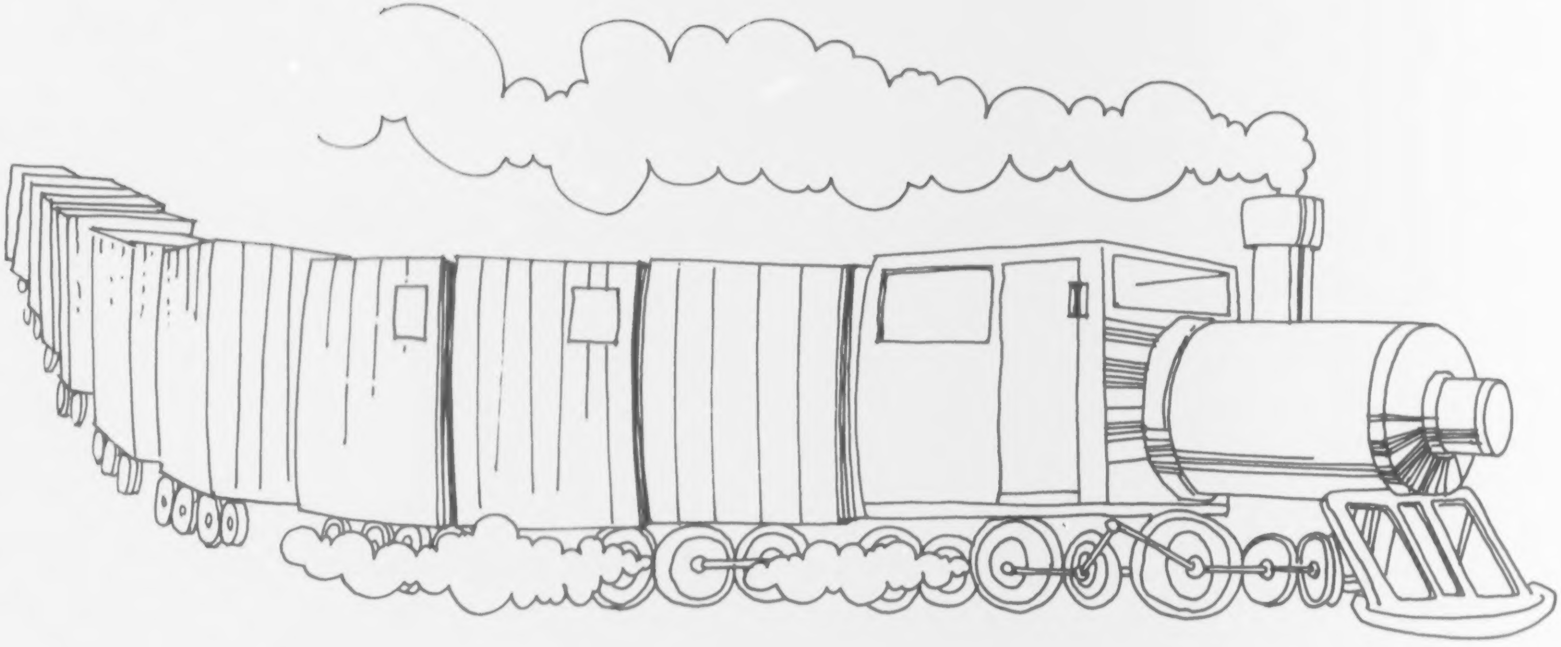

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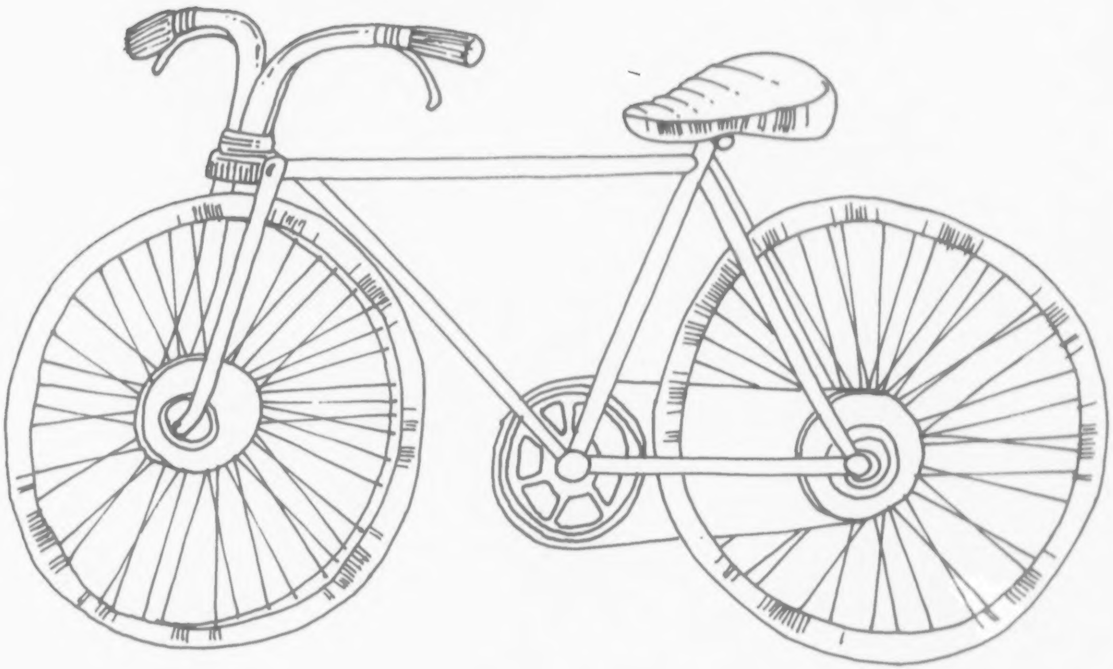

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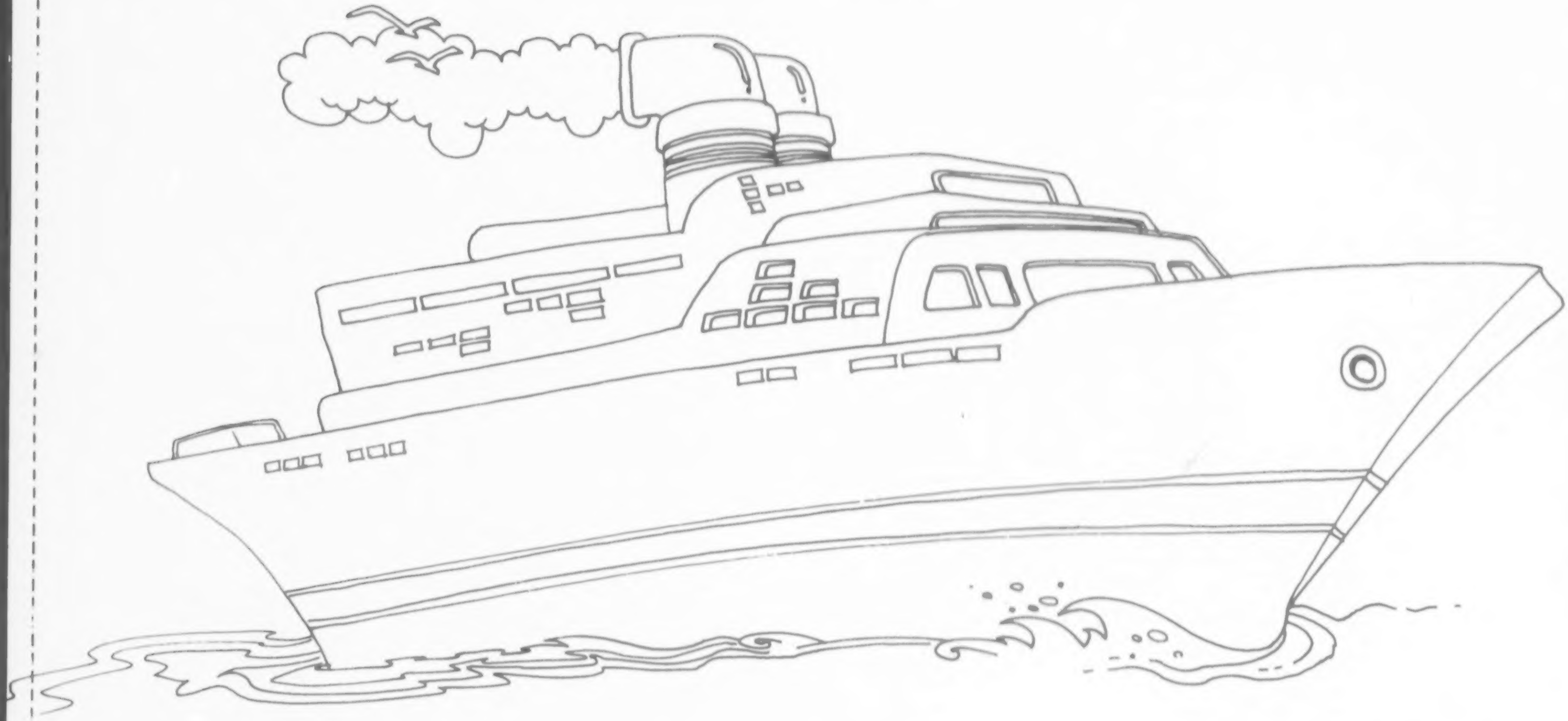

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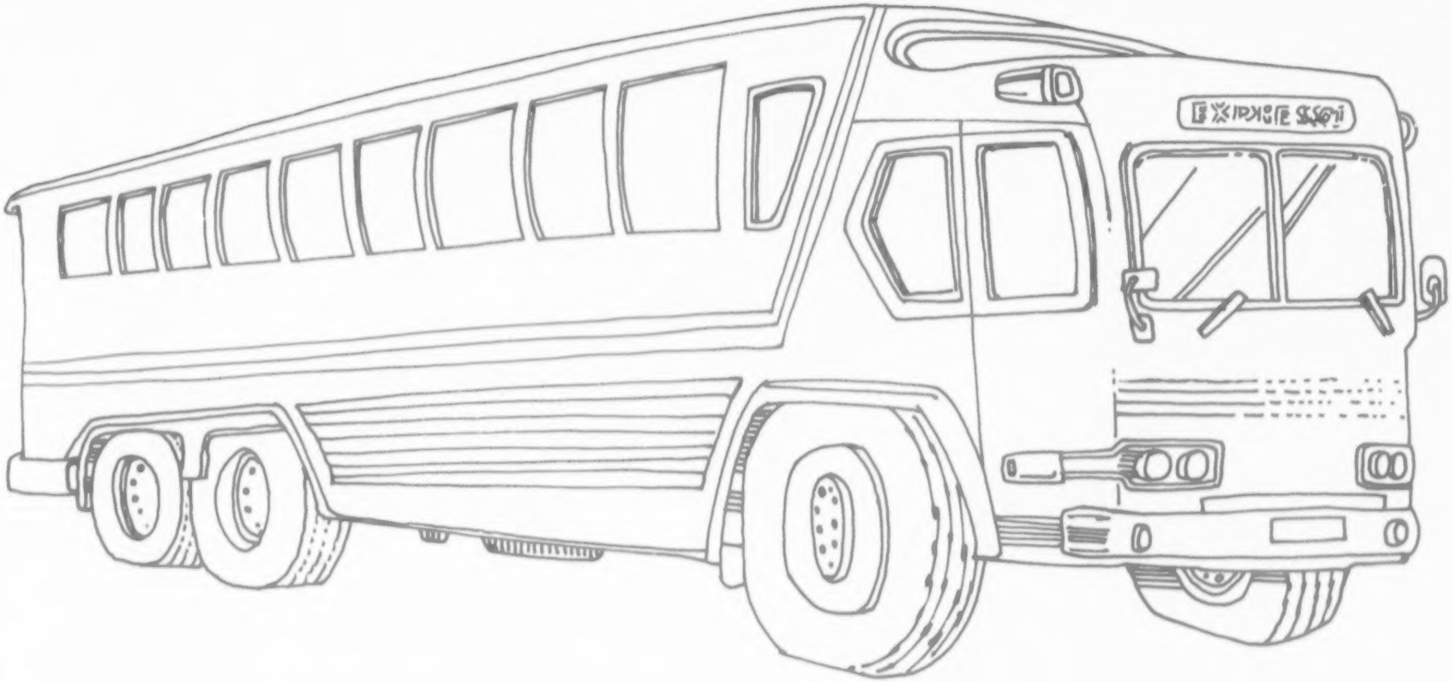

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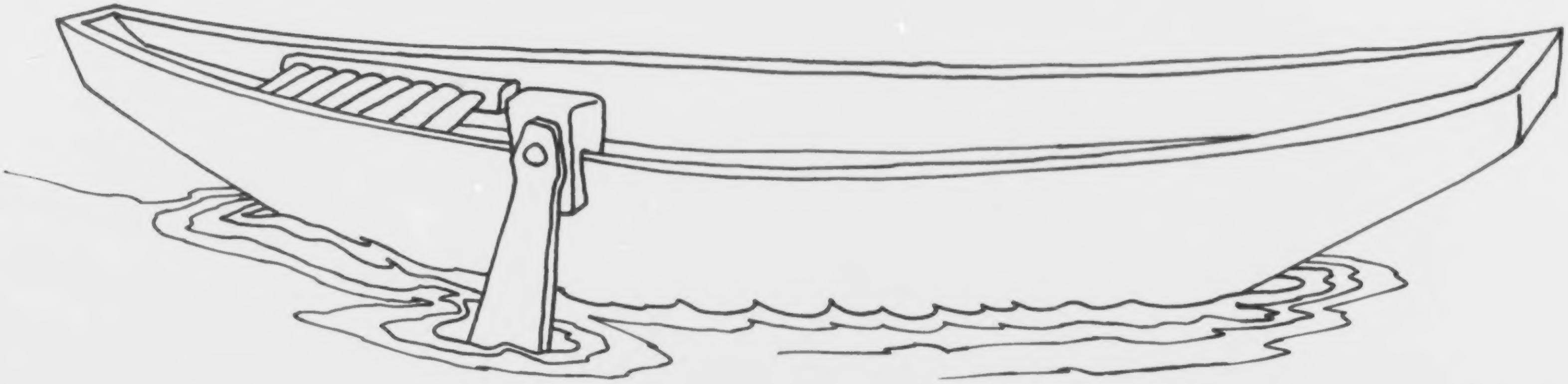

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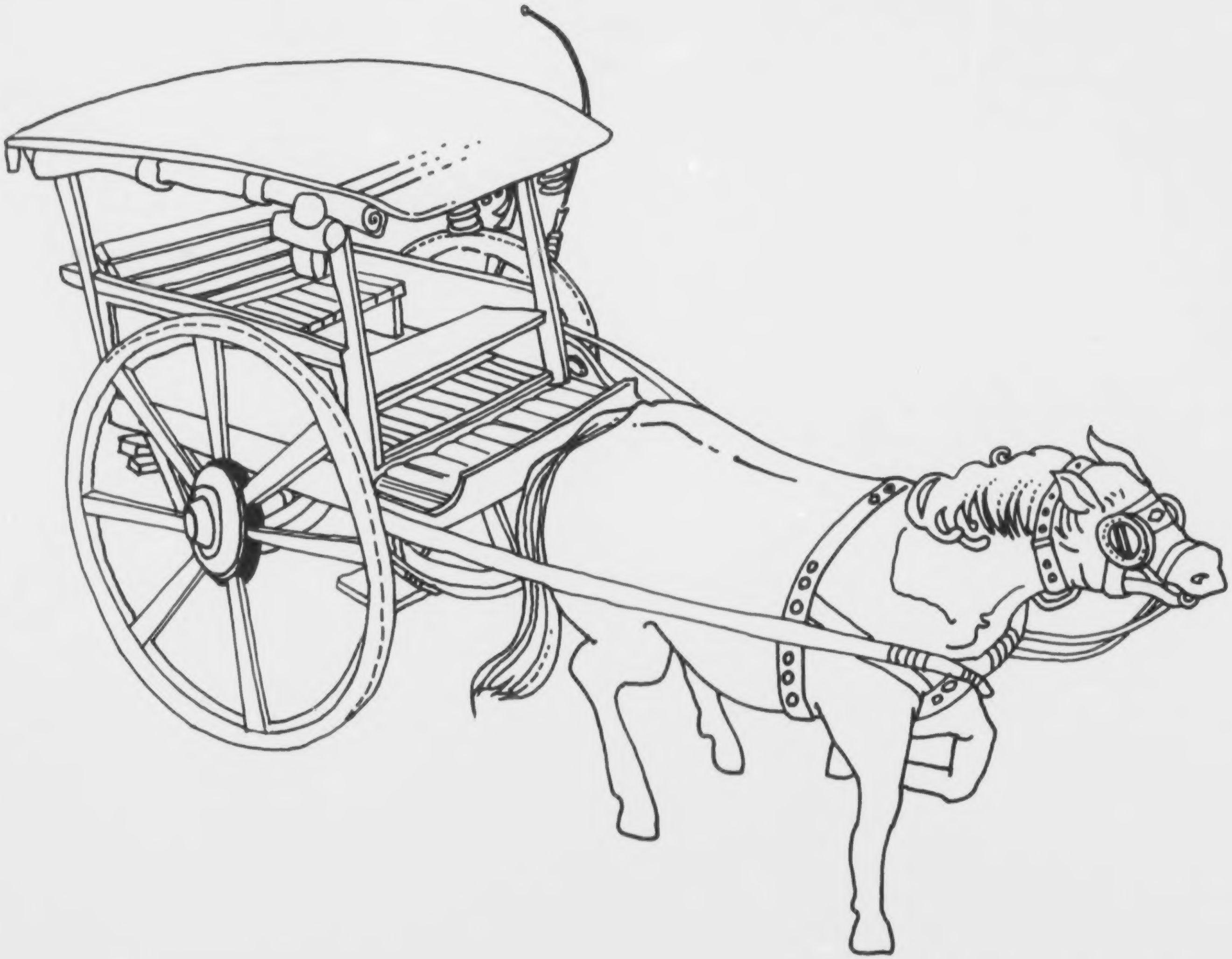

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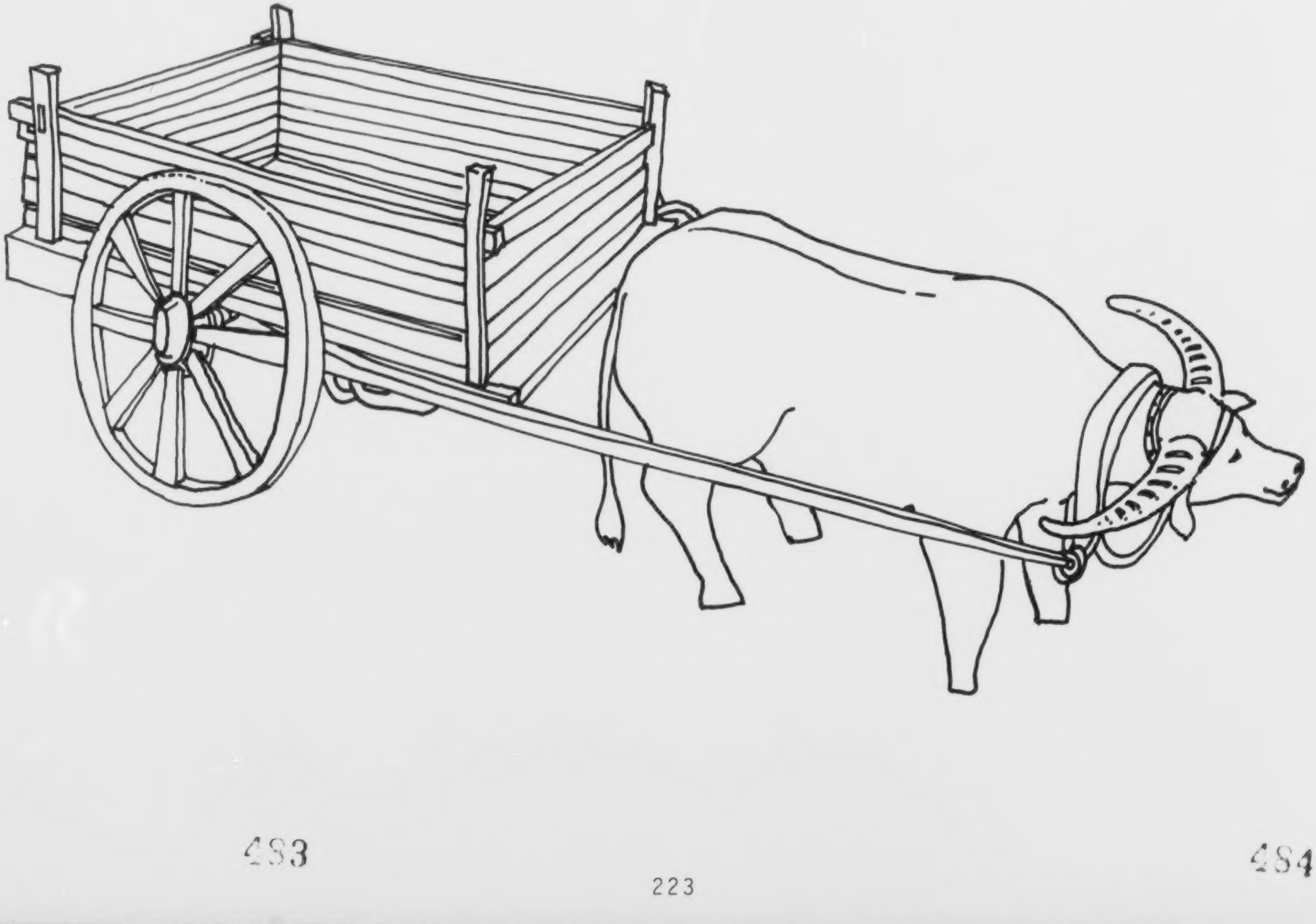

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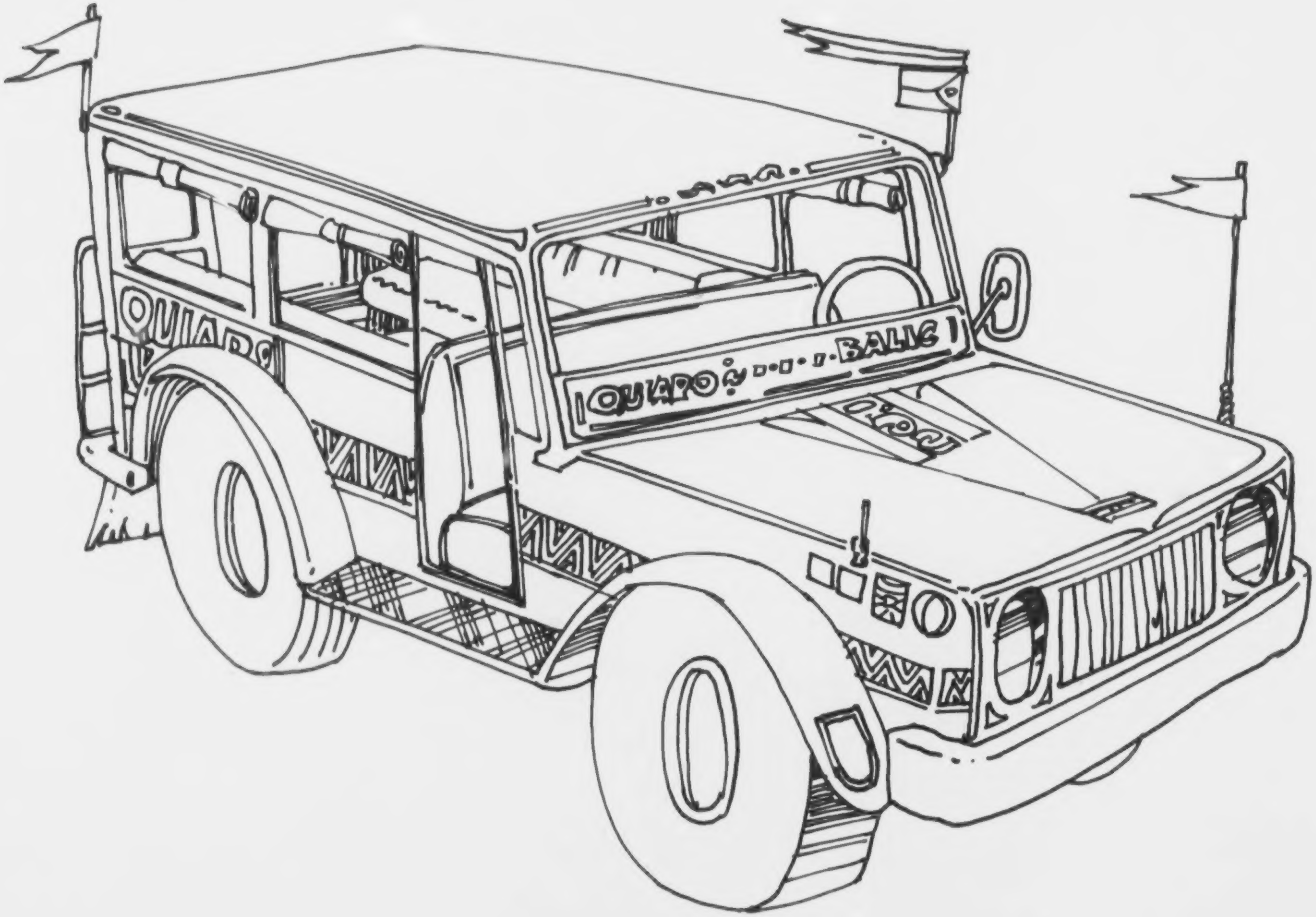
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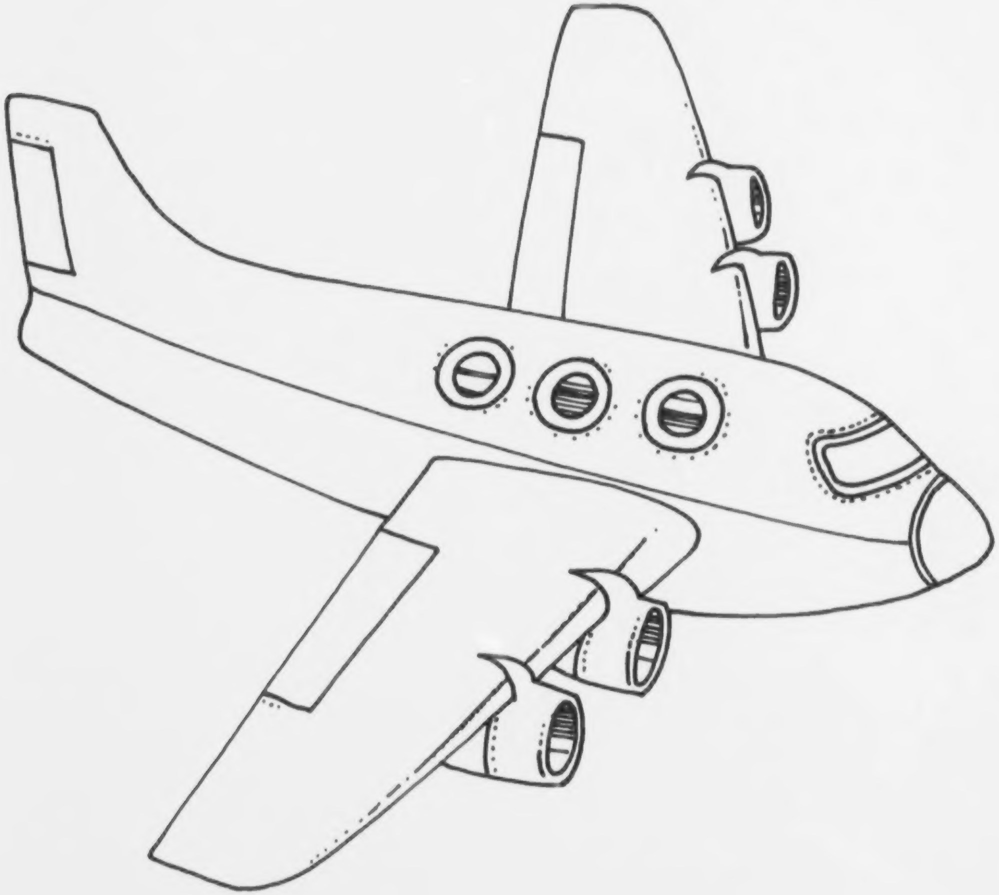

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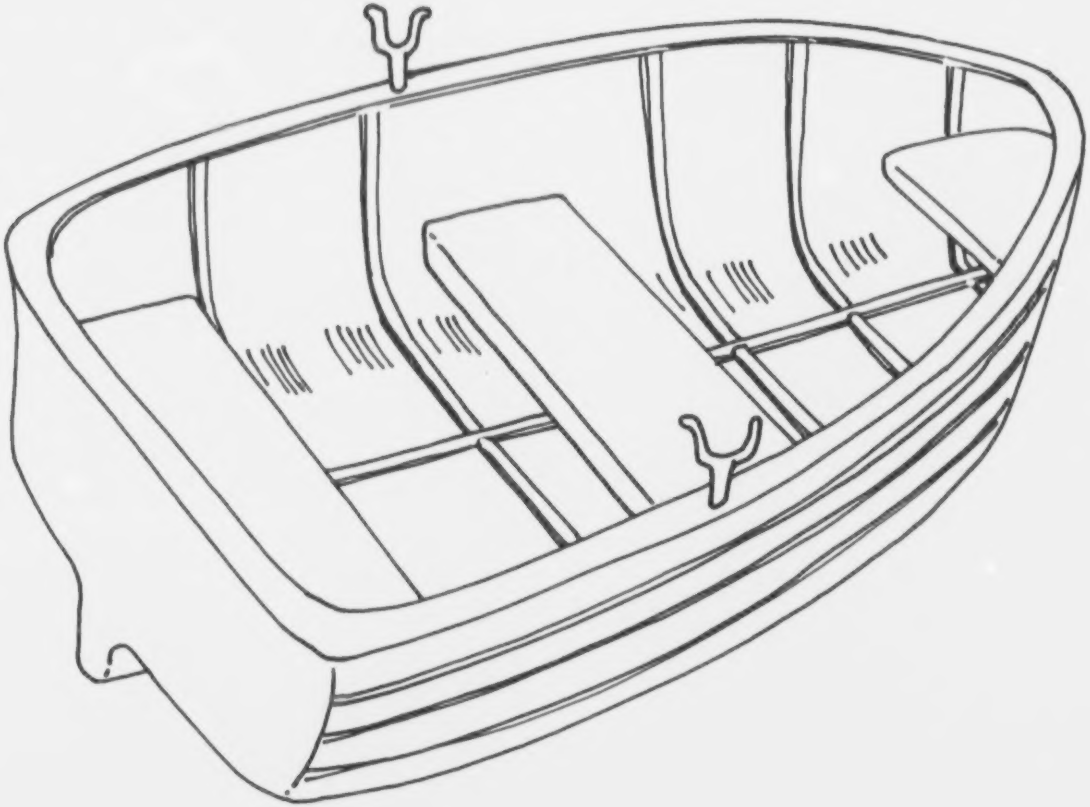

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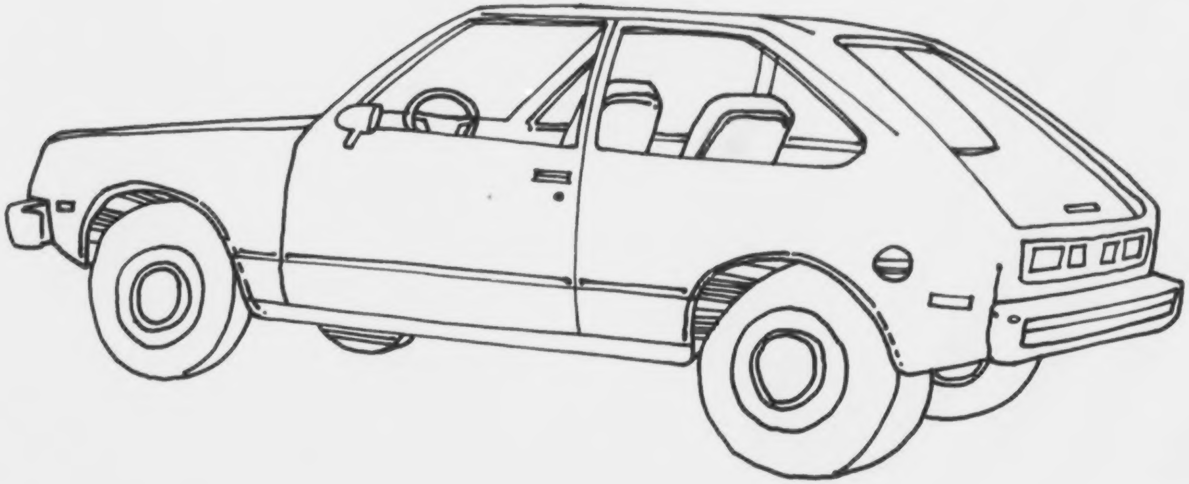

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TEACHER MATERIALS FOR UNIT 2: EMOTIONAL NEEDS

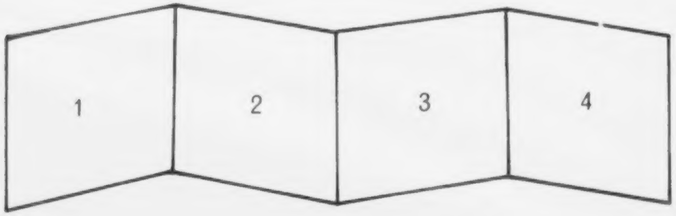
"SERGIO"

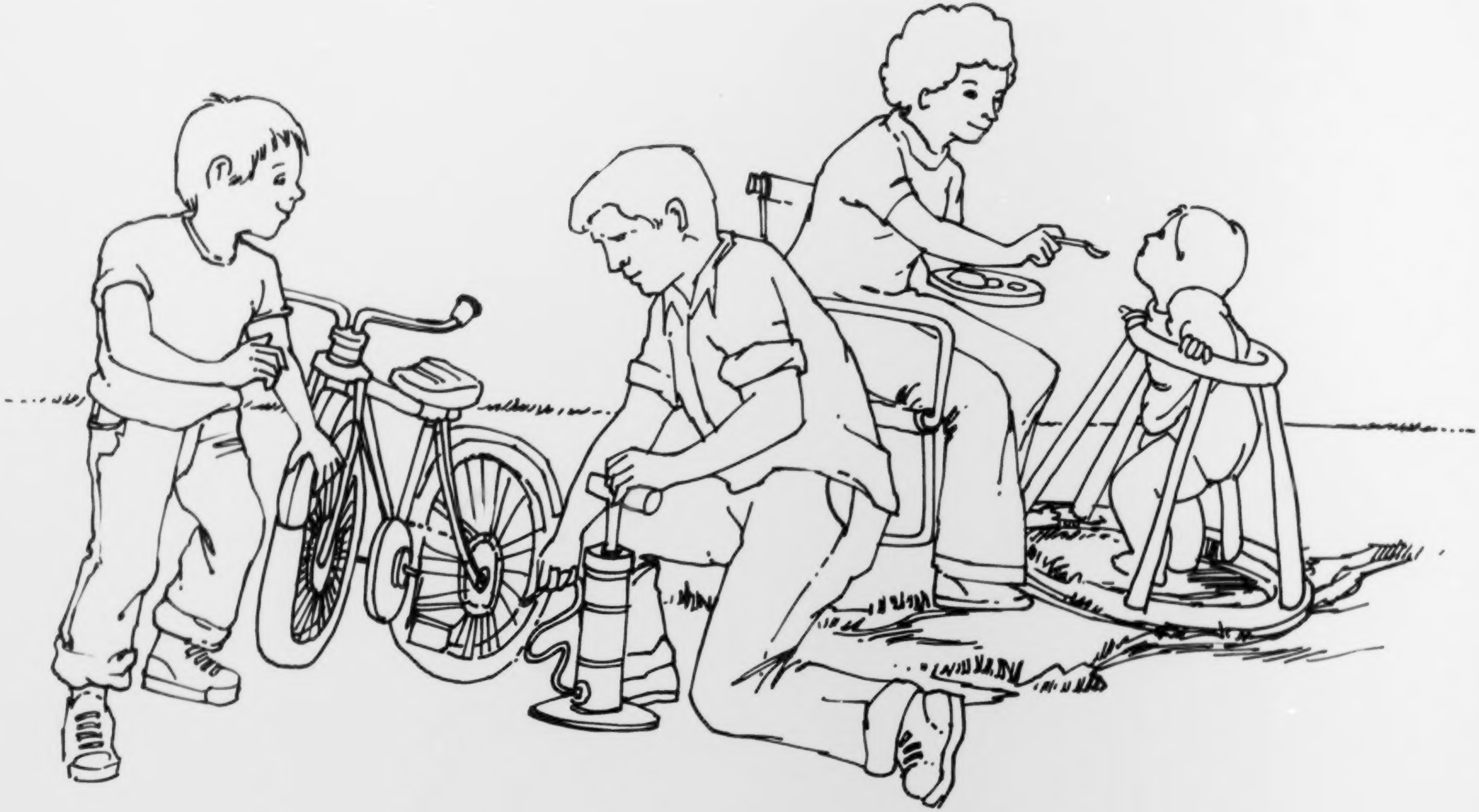
Materials:

tagboard, glue

Directions:

1. Mount the following pictures onto tagboard.
2. Display the four pictures accordian style.





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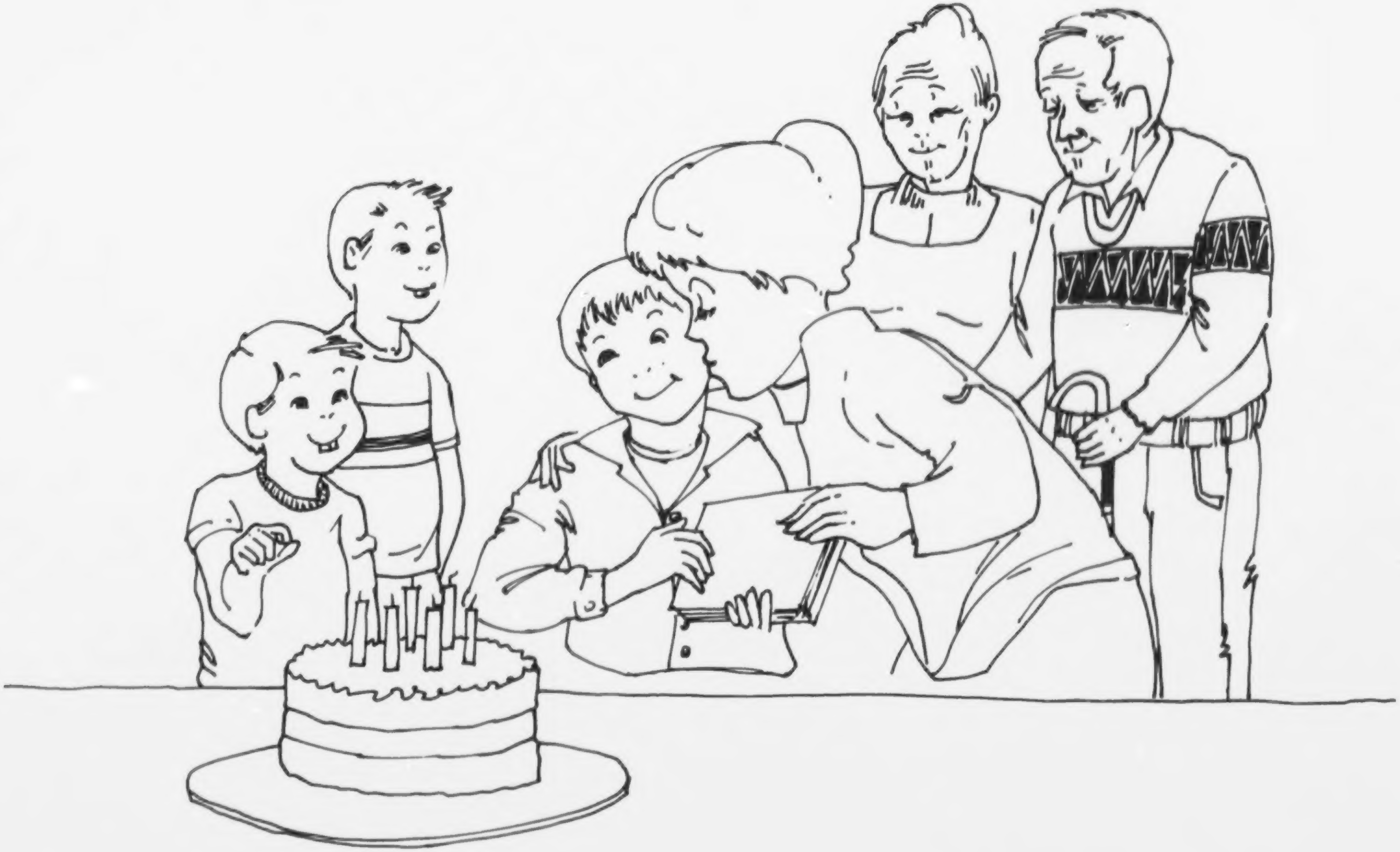

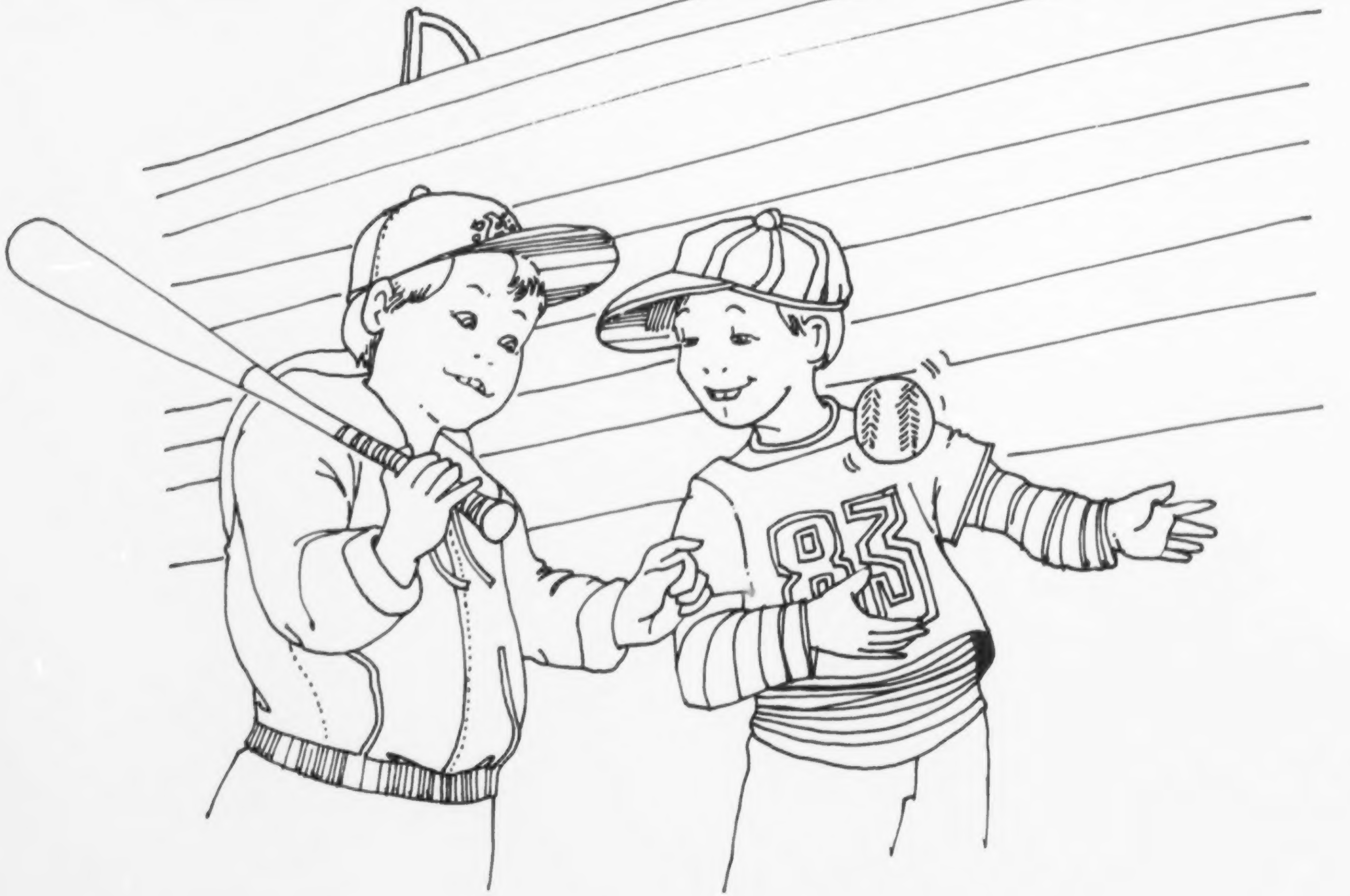

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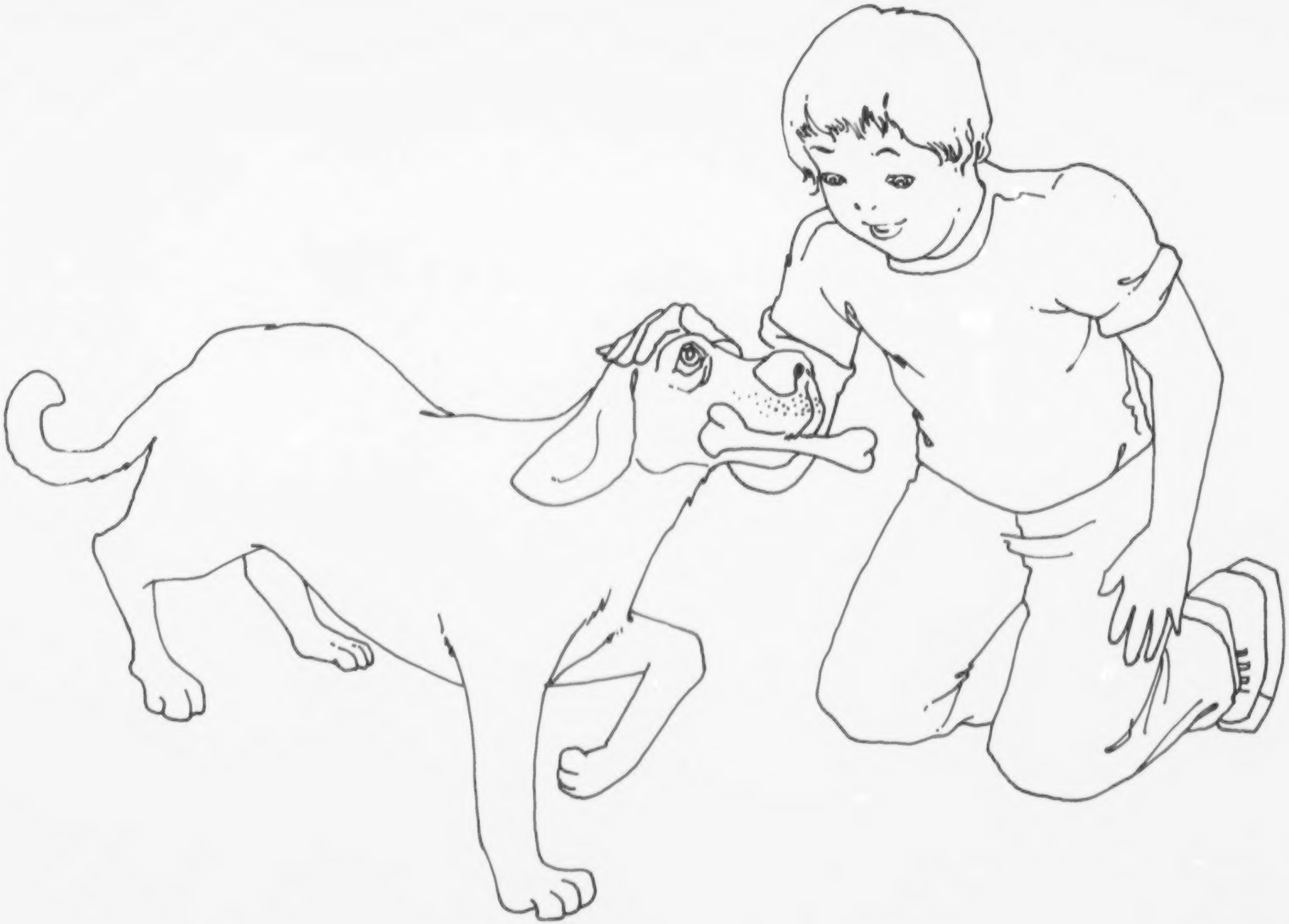


APPENDIX

THE LANGUAGE USED IN THE DEVELOPMENT OF THE ASIAN AMERICAN BILINGUAL CENTER MATERIALS

Pilipino is still a developing language today. Because of this, a problem arises concerning the kind of Pilipino to be used in curriculum materials. In consideration of the language controversy among Filipino educators in the United States, the following is a discussion of the rationale upon which the Asian American Bilingual Center's position is based. After much research, debate and thought, the Center has chosen to use both the "maugnayin" terms which were developed by the National Science Development Board in the Philippines and the Manila "lingua franca," which is the generally used conversational Tagalog. A combination of the two is used in writing materials for teachers while the latter is used in writing materials for students.

Today, there are two trends in writing Filipino materials in the Pilipino language. The first consistently uses English-based terms which are spelled according to the Pilipino alphabet, e.g.:

- Ipinropos niya na iadap ito upang madibelop ang nasyonal aydentiti.
- Ang metod niya sa pagtuturo ay mahusay.

The second uses already developed but unused Pilipino terms and adopts newly developed ones, e.g.:

- Iminungkahi niya na gamitin ito upang malinang ang pambansang kasarinlan.
- Ang paraan niya ng pagtuturo ay mahusay.

One can clearly see that the examples for the first trend contain English-based terms spelled in Pilipino, e.g.:

ipinropos - (from proposed)
iadap - (from adopt)
nasyonal aydentiti - (from national identity)
metod - (from method)

In contrast, the second trend utilizes:

iminungkahi	-	(for proposed)
gamitin	-	(for adopt)
pambansang kasarinlan	-	(for national identity)
paraan	-	(for method)

It would not be surprising if the majority of the Filipino educators in the U.S. were to favor the first trend in writing Pilipino curriculum materials. The terms used in this brand of Pilipino seem familiar and easier to understand for the majority of us whose entire education was conducted in English.

For over fifty years now, the medium of instruction in the Philippine schools has been English. Therefore, a "tagalized English" is easier to use than what we call "deep Tagalog" or "malalim na Tagalog." The latter consists of terms used in Tagalog. Thus newly developed technical/scientific terms such as *dalubguro* for *professor, kaayusang adlaw* for *solar system,* have been looked upon with skepticism. As far as many educators are concerned, these are new "invented" terms which should not be used since they render learning difficult for children.

However, the use of terms not commonly used in Pilipino, "deep Tagalog," and the use of the newly developed "maugnayin" terms, if systematically applied, would give the Filipinos a consistent and a powerful national language within ten years. The idea is to start with what we have now, use it, and progressively develop it into an accepted national language. It is the acceptance and the popularization of the terms described above which will be the key in the full utilization of a national language not only for conversational purposes but also for the written expression of intellectual and creative thinking. It is the attitude of the people which is principal in the determination to establish a firm, consistent, and dynamic national language in the future.

Furthermore, the link between natural language development and the socio-historical development of a country should be recognized. The Philippines has gone through more than fifty years of U.S. colonization. Its social and political development have been principally U.S.-oriented. The entire Philippine educational system has been patterned after the American educational system. Our medium of instruction in schools has been in English and the Tagalog-based Pilipino has only recently been introduced as a subject in schools as a result of the adoption of a national language in 1935. To compound the problem, almost all regions in the Philippines have different dialects (87 in total). Thus, a child learned the different subjects in

English, learned the Tagalog-based Pilipino as a separate subject, and spoke his own dialect while at play or at home. A desire to develop a national language was not instilled in the students at all. To have a common language for Filipinos was not an important issue inasmuch as English was used in schools. Furthermore, English dictated occupational/social motivations for new Filipino graduates. Because English was used in business, politics and education, the desire to learn English and master it, including an American accent, became the desire of all children in schools. The introduction of teaching the vernacular in the 1st and 2nd grade levels in 1957 did not dramatically change this situation.

What is unfortunate in this situation is that in the Philippines today, there is a small group of people who can read and speak fairly comprehensible English and a great majority that expresses itself in this language with difficulty. At the same time, both of these groups cannot articulate well in their native tongues because of the neglect of, if not the deliberate attempts to prevent the growth of, our native dialects. As a result, English has become a status symbol while the native tongues lack status. English has also created a barrier between the elite who have economic and political power and the best education (which in the Philippine context means "Western Education") and the masses of Filipino people whose education is still limited. (Note: Illiteracy in the Philippines in the 1960's was still 20%.)

It is within this context that most educators in the U.S. are more open to the "tagalized English" or English-based Tagalog terms spelled in Pilipino. It is felt that learning new Pilipino terms will serve as an impediment to both the teaching and learning of Filipino children in America. Yet, as educators, we have a responsibility to recognize the recent developments in the Philippines. Now, after decades of an anomalous situation, efforts are being made to rectify the language situation in the Philippines. By 1980, it is projected the Pilipino will be widely used as the medium of instruction, though not in all subjects. It will take some time before the two languages, Pilipino and English, will assume equal status in Philippine society. The use of Pilipino as the medium of instruction in subjects like music and social studies is merely the first step. The time will come when Pilipino will be used equally in the so-called "technical subjects" such as math and science.

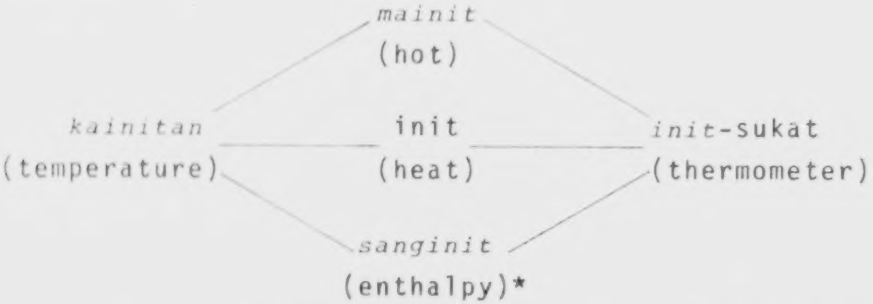
While it is not the task of Filipino educators in the U.S. to spearhead this change (which will necessarily be launched by the Filipino people in the Philippines themselves), for those of us who are developers and teachers of Filipino bilingual programs, we should welcome this eventuality and prepare for it by popularizing a more positive attitude about the usage of the "unused" Pilipino and newly developed "maugnayin" terms. Furthermore, our programs will always be dominated by immigrant

Filipino children and we should see to it that we are developing materials that are consistent with their language development. We should be more flexible and not allow our language to remain static. In particular, for those of us who are products of the old educational system in the Philippines, we must start from the perspective that our illiteracy in our own language is a handicap and not an advantage as we often think it to be. Teachers are not merely facilitators of learning, but should be tools for change and leaders in education. In the following pages, is an explanation of how maugnayin terms are developed. In this method, interconnections and interrelatedness are utilized; therefore, the association of ideas increases, thereby accelerating, not deterring, the learning process.

What is the "Maugnayin" Terminology?

The "maugnayin" terminology consists of the scientific and technical terms developed in the Philippines by the UNESCO-initiated Lupon sa Agham (Committee on Science) using the "maugnayin" approach. The maugnayin approach is a way of developing scientific and technical terms that would be consistently interrelated. The term "maugnayin" comes from the Tagalog root-word "ugnay," meaning connection or relation. With the prefix-suffix pattern ma-. . .-in (which has cognates in Visayan and the other dialects), the resulting term denotes "consistency and interrelatedness."

Let us consider the following English words: *heat, hot, temperature, thermometer* and *enthalpy*. These words are all related in concept. Yet when these words are first presented to students, they have to know the meaning of each word. However, if the Pilipino counterparts were used, the students could then see their consistent-interrelatedness.



*enthalpy - Gk, thalpein - to heat = sum of the internal energy of a body and the product of its volume multiplied by the pressure.

Among elementary school children, learning science concepts is achieved fastest when a "maugnayin" language is used as the teaching medium. The interconnections among "maugnayin" terminology increase the association of ideas, thereby accelerating the learning process. On the other hand, tentative results of experiments conducted by the Araneta University indicate that learning is retarded by using a "di-maugnayin" language medium, especially when used with children not born into the language. Many of us overlook this fact because we think about the learning process in terms of ourselves who already possess working knowledge of the English language.

The high degree of consistency of the Japanese language is the biggest single factor behind Japan's phenomenal progress in science and technology. In general, Japanese elementary school graduates know more science than their American or English counterparts. Look at the following terms: denki = electricity; the base is *den;* wa = conversation, po = information, kyu = something round, ko = light, jiki = magnetic function. If we put together *denwa,* this would have something to do with conversation by electricity, so that *denwa* is *telephone, denpo* is *telegram, denkyu* is *electric bulb, denko* is *lightning,* and *denjiki* is *electromagnet.*

Starting from Pilipino as we now have it, the Philippine national language should be intensively and scientifically developed. It should be based principally on Tagalog and secondarily on the other major Philippine dialects (some of which are based on foreign languages themselves); but it is the systematic application, acceptance and popularization of the new terms that will help us develop a more consistent language for our curriculum materials. Therefore, as the Center moves from the development of curriculum for kindergarten to higher grade levels, the language used in both the teacher and student materials will increasingly reflect the development of the Philippine national language.

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Sining ng Wika Pangkindergarten

Kindergarten Language Arts

Teacher's Answer Key

ASIAN AMERICAN BILINGUAL CENTER

Kindergarten Language Arts Teacher's Answer Key

Needs

ASIAN AMERICAN BILINGUAL CENTER
Berkeley, California

NATIONAL DISSEMINATION AND ASSESSMENT CENTER
California State University, Los Angeles
5151 State University Drive
Los Angeles, CA 90032

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Berkeley, California

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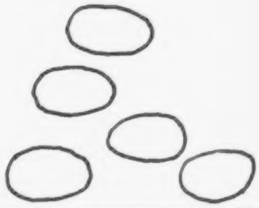
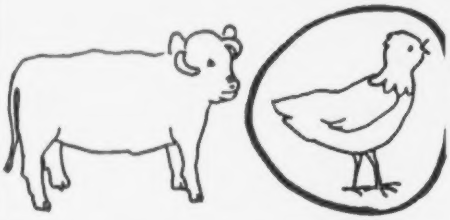
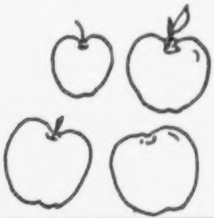
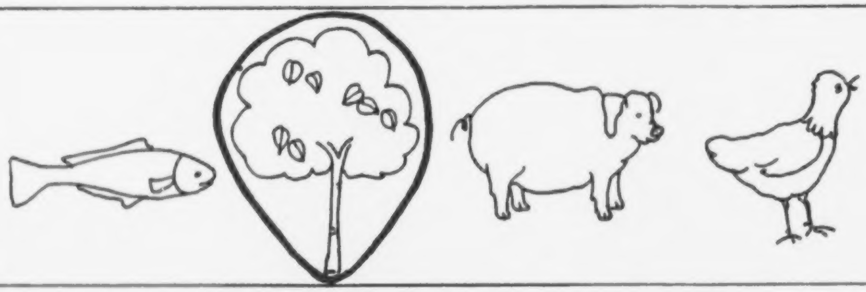
WHERE DO THESE FOODS COME FROM?
Saan nagmula ang mga pagkaing ito? Wk11D2

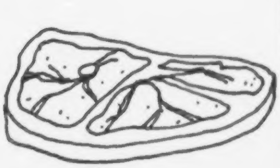
Directions:
Saan nagmula ang mga pagkaing ito
Bilugan ang pinagmulan ng mga pagkain.

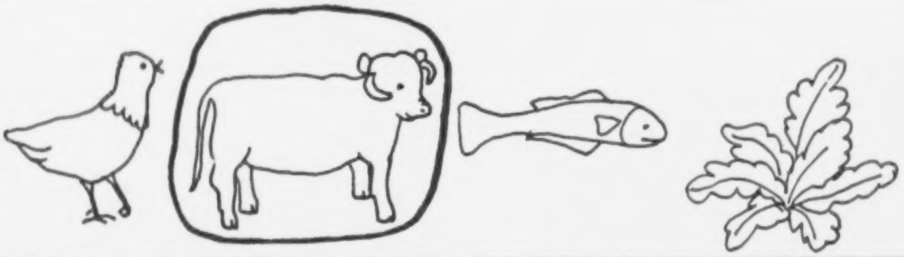


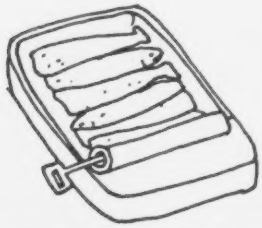


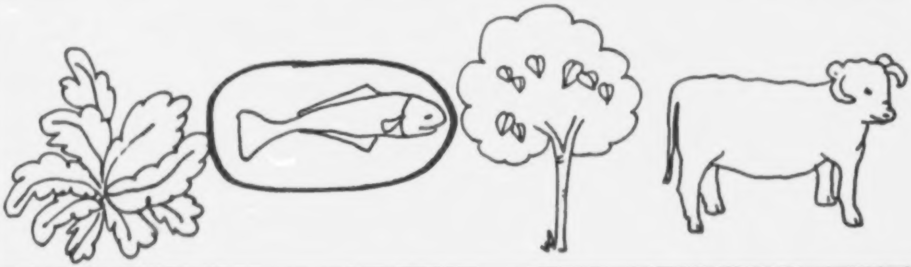


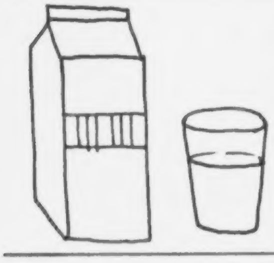


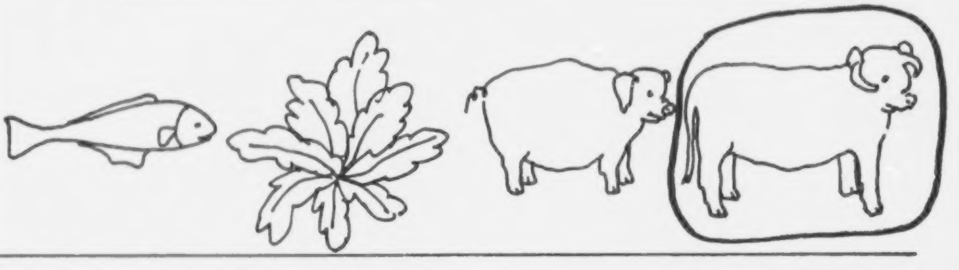


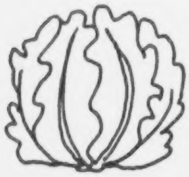


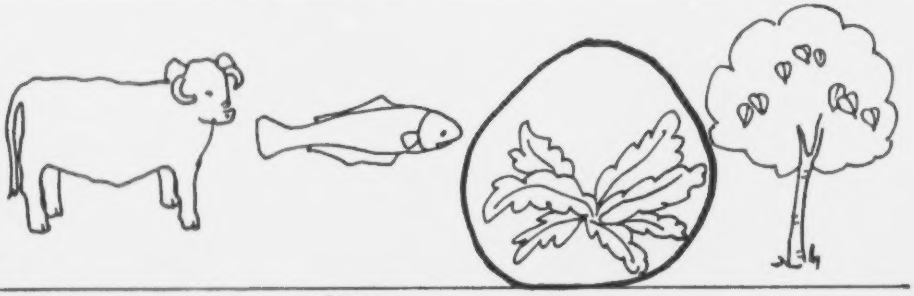






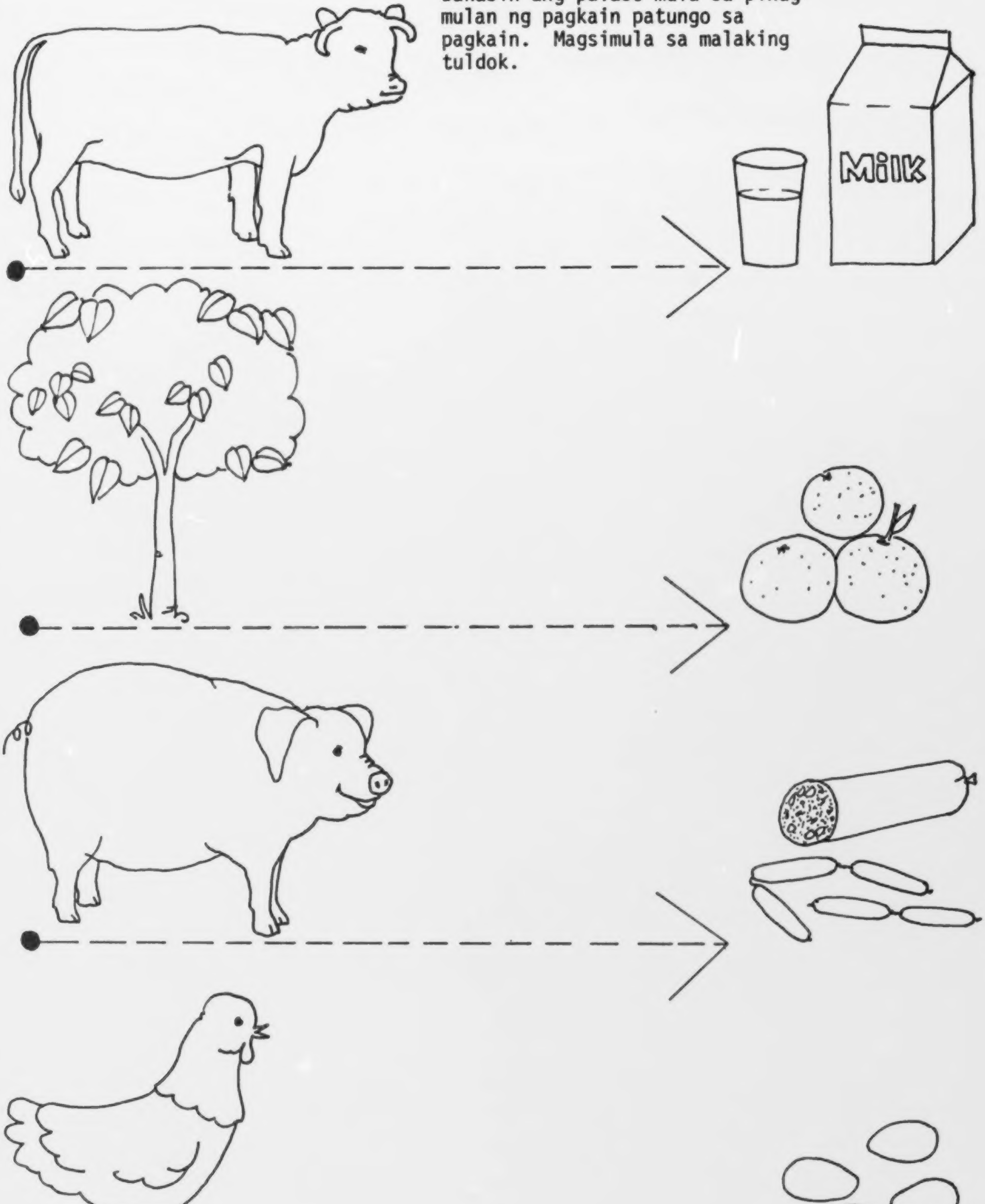






TRACING THE ARROW
Bakasin ang mga palaso Wk11D5

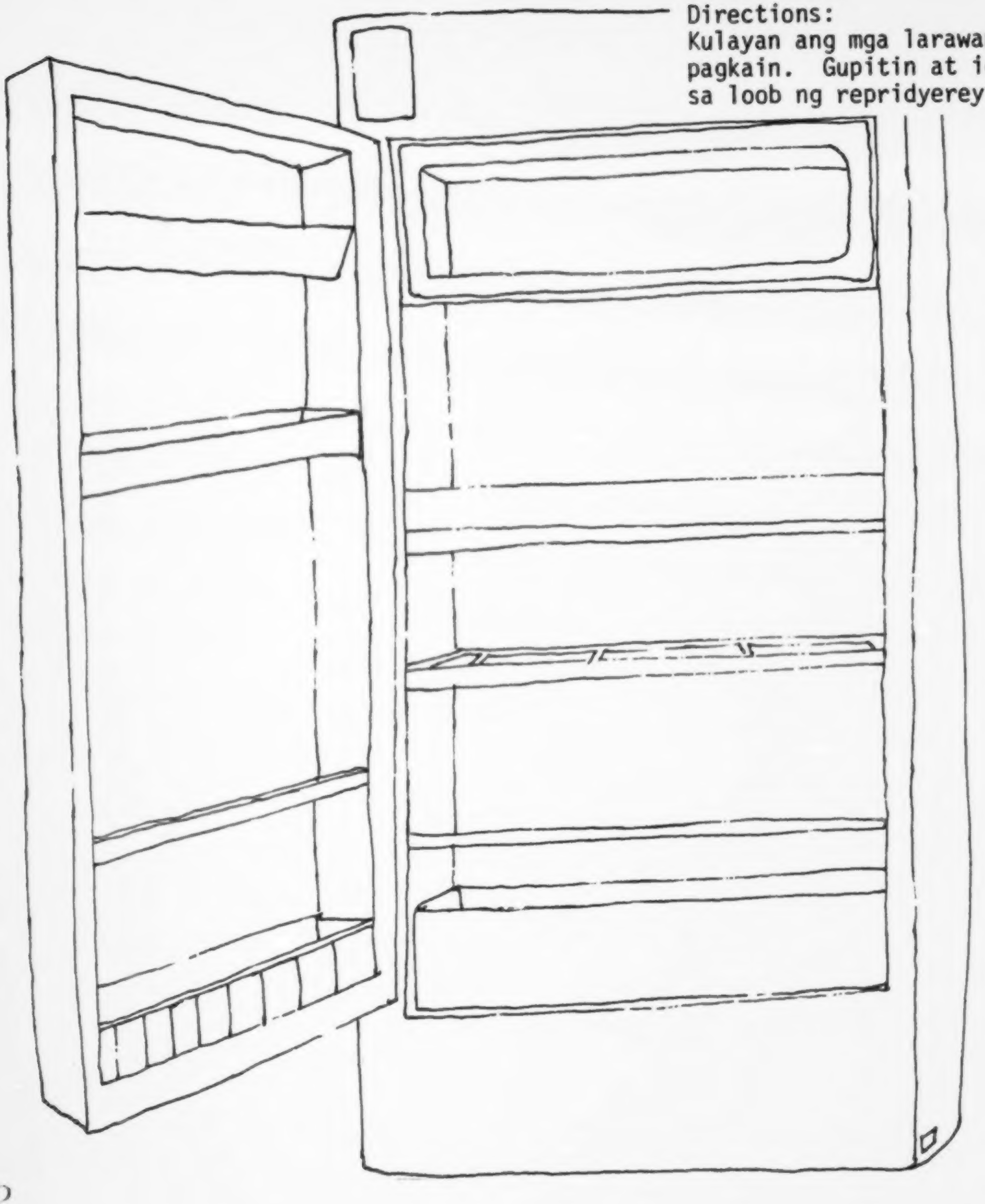
Directions:
Bakasin ang palaso mula sa pinagmulan ng pagkain patungo sa pagkain. Magsimula sa malaking tuldok.

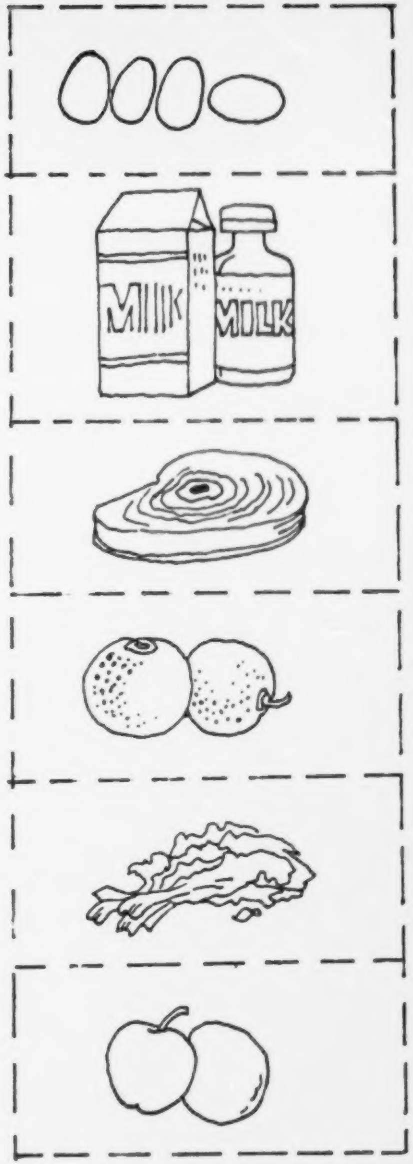


REFRIGERATOR

Ilagay ang mga pagkain sa
repridyereytor   Wk11D5

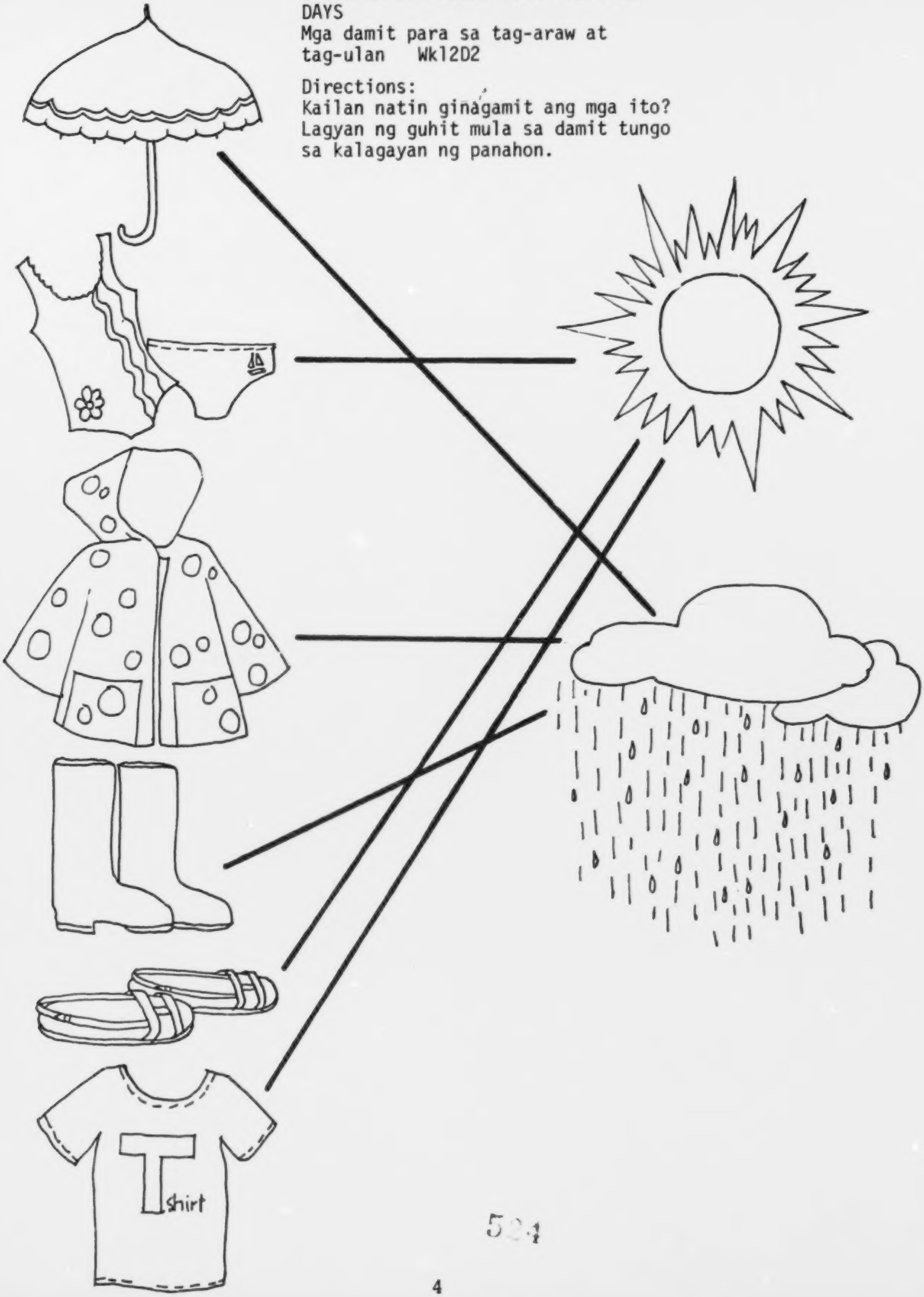
Directions:
Kulayan ang mga larawan ng
pagkain. Gupitin at idikit
sa loob ng repridyereytor.





CLOTHING FOR SUNNY DAYS AND RAINY DAYS
Mga damit para sa tag-araw at tag-ulan   Wk12D2

Directions:
Kailan natin ginagamit ang mga ito? Lagyan ng guhit mula sa damit tungo sa kalagayan ng panahon.



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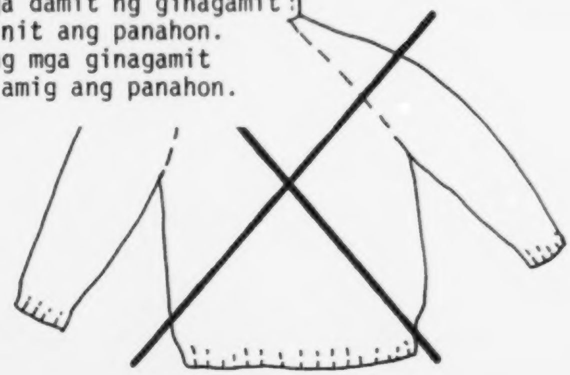
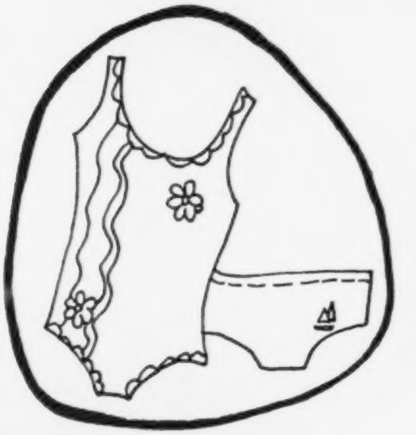
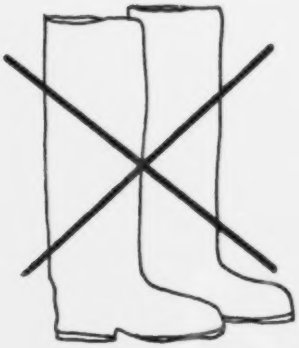
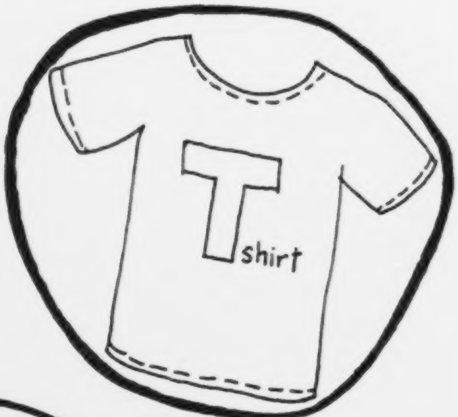
COLD AND WARM WEATHER CLOTHING
Mga damit para sa malamig at
mainit na panahon   Wk12D2

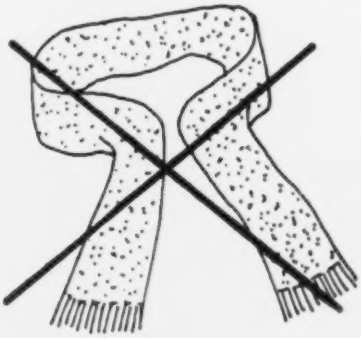
Directions:
Bilugan ang mga damit ng ginagamit natin kung mainit ang panahon. Lagyan ng X ang mga ginagamit natin kung malamig ang panahon.

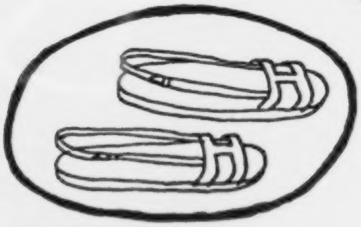


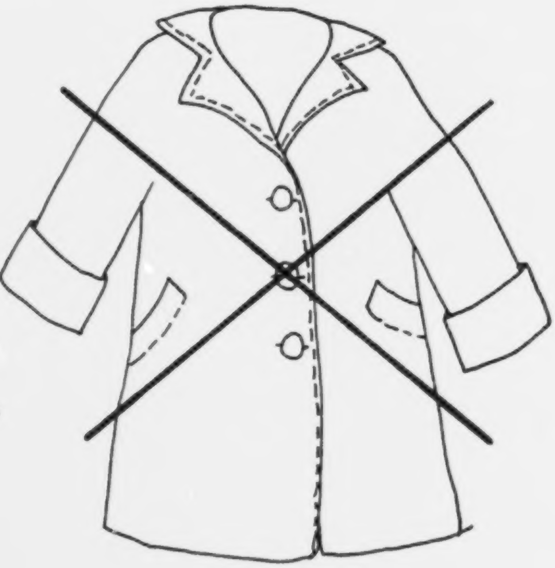


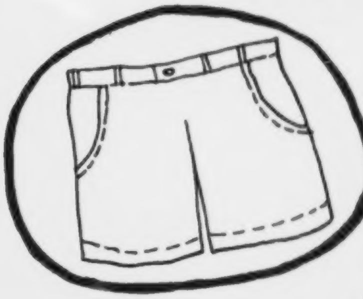


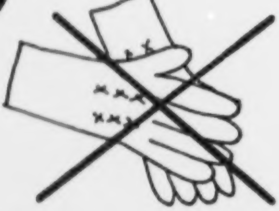






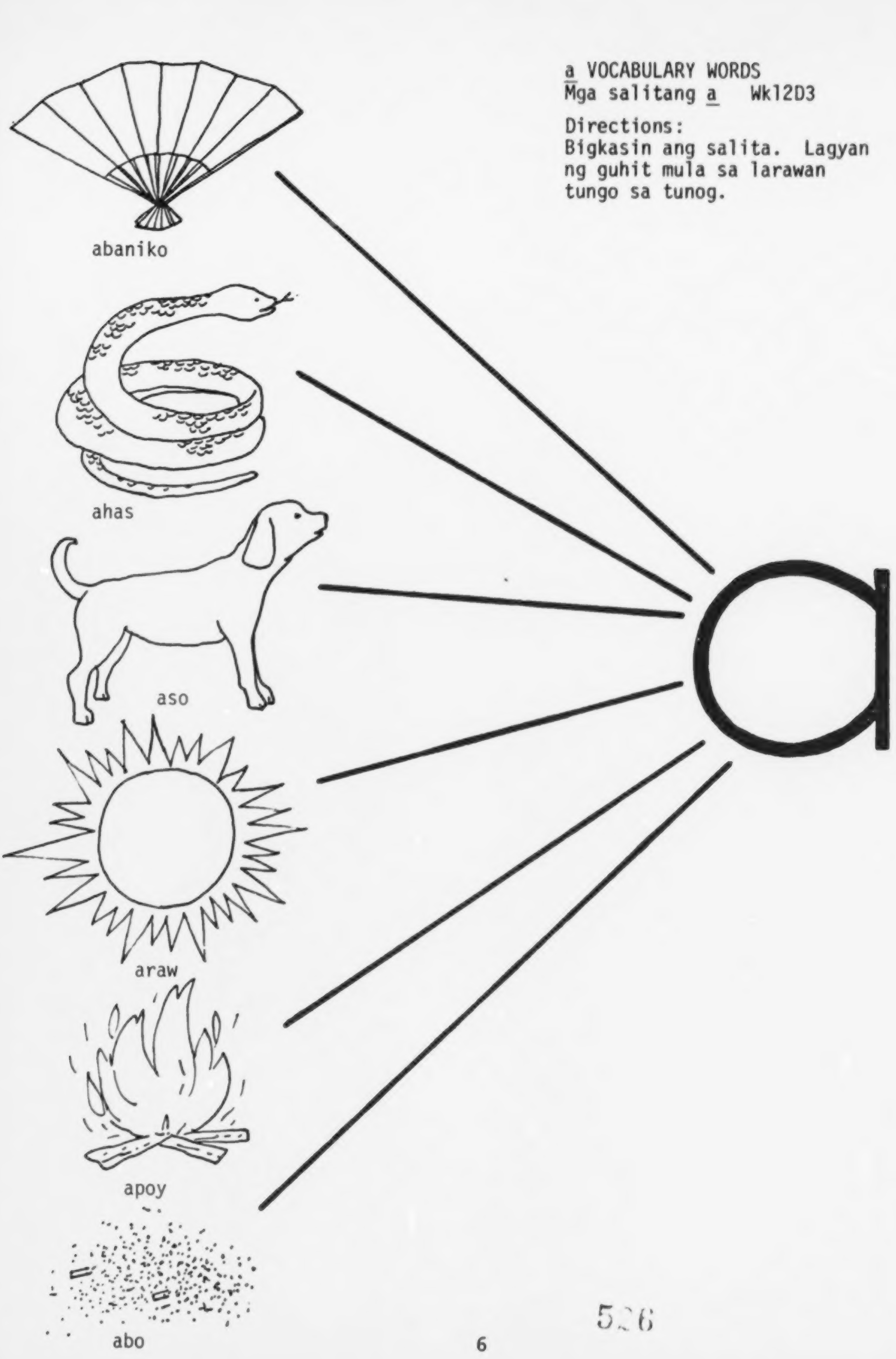






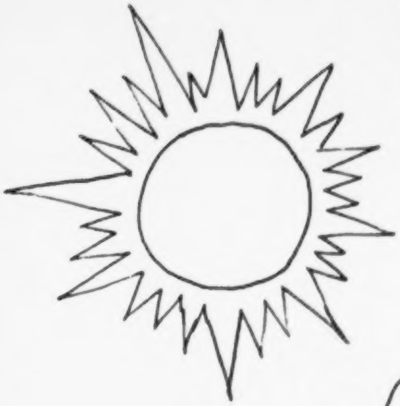
a VOCABULARY WORDS
Mga salitang a   Wk12D3

Directions:
Bigkasin ang salita. Lagyan ng guhit mula sa larawan tungo sa tunog.

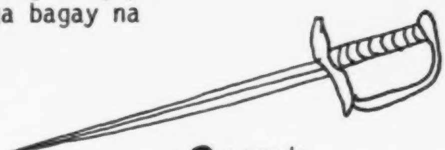

abaniko
ahas
aso
araw
apoy
abo
a

e VOCABULARY WORDS
Mga salitang e Wk12D4

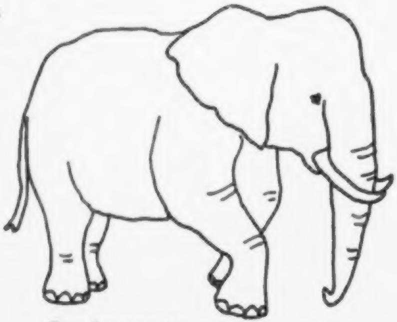
Directions:
Sabihin ang pangalan ng mga bagay na ito. Kulayan ang mga bagay na nagsisimula sa e.



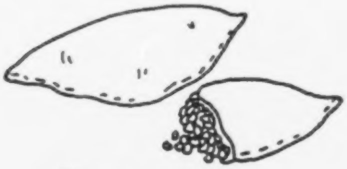
araw



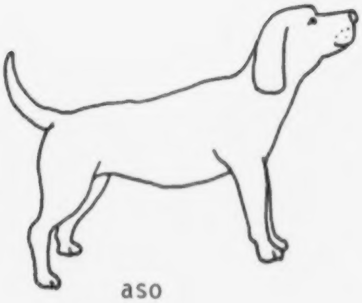
● espada



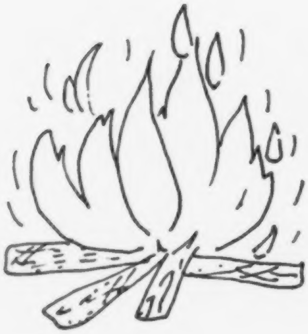
● elepante



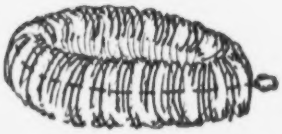
● empanada



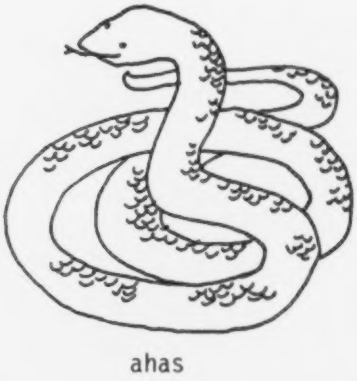
aso



apoy



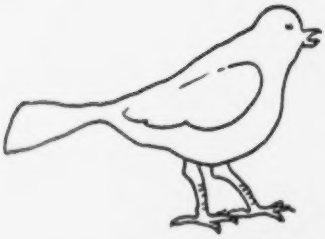
● eskoba



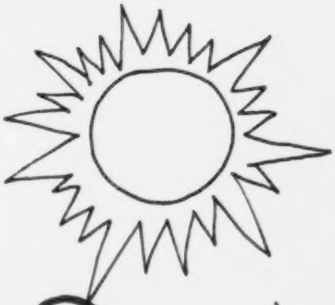
ahas

CIRCLE THE VOWEL SOUNDS
Bilugan ang mga patinig Wk12D5

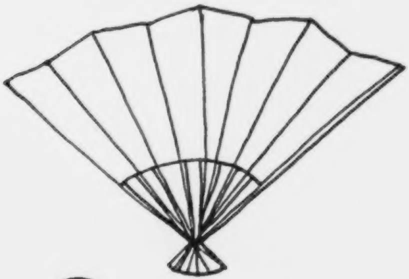
Directions:
Bilugan ang tunog na siyang simula ng isinasaad ng larawan.



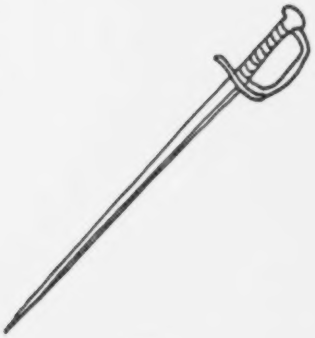
a e [✓ i]



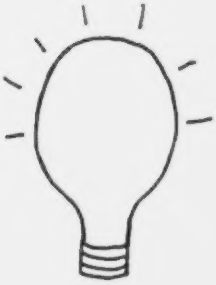
[✓ a] e i



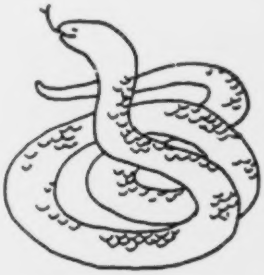
[✓ a] e i



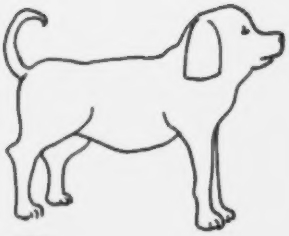
a [✓ e] i



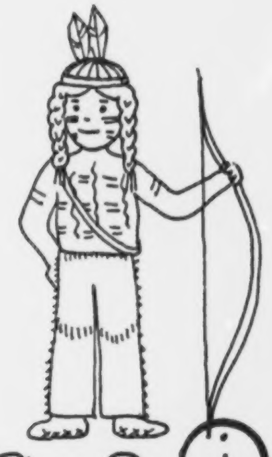
a e [✓ i]



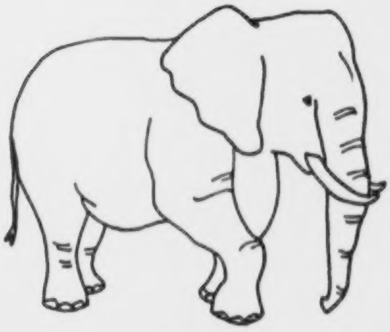
[✓ a] e i



[✓ a] e i



a e [✓ i]



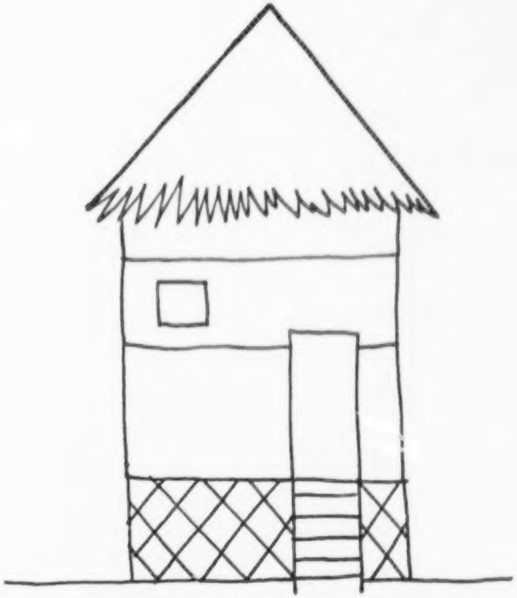
a [✓ e] i

COMPLETE THE HOUSE
Buuin ang bahay   Wk13D1

Directions:
Idagdag ang mga nawawalang
bahagi ng bahay na ito
upang mabuo ang bahay.

DRAW A BIGGER NIPA HUT
Gumawa ng mas malaking bahay
kubo   Wk13D1

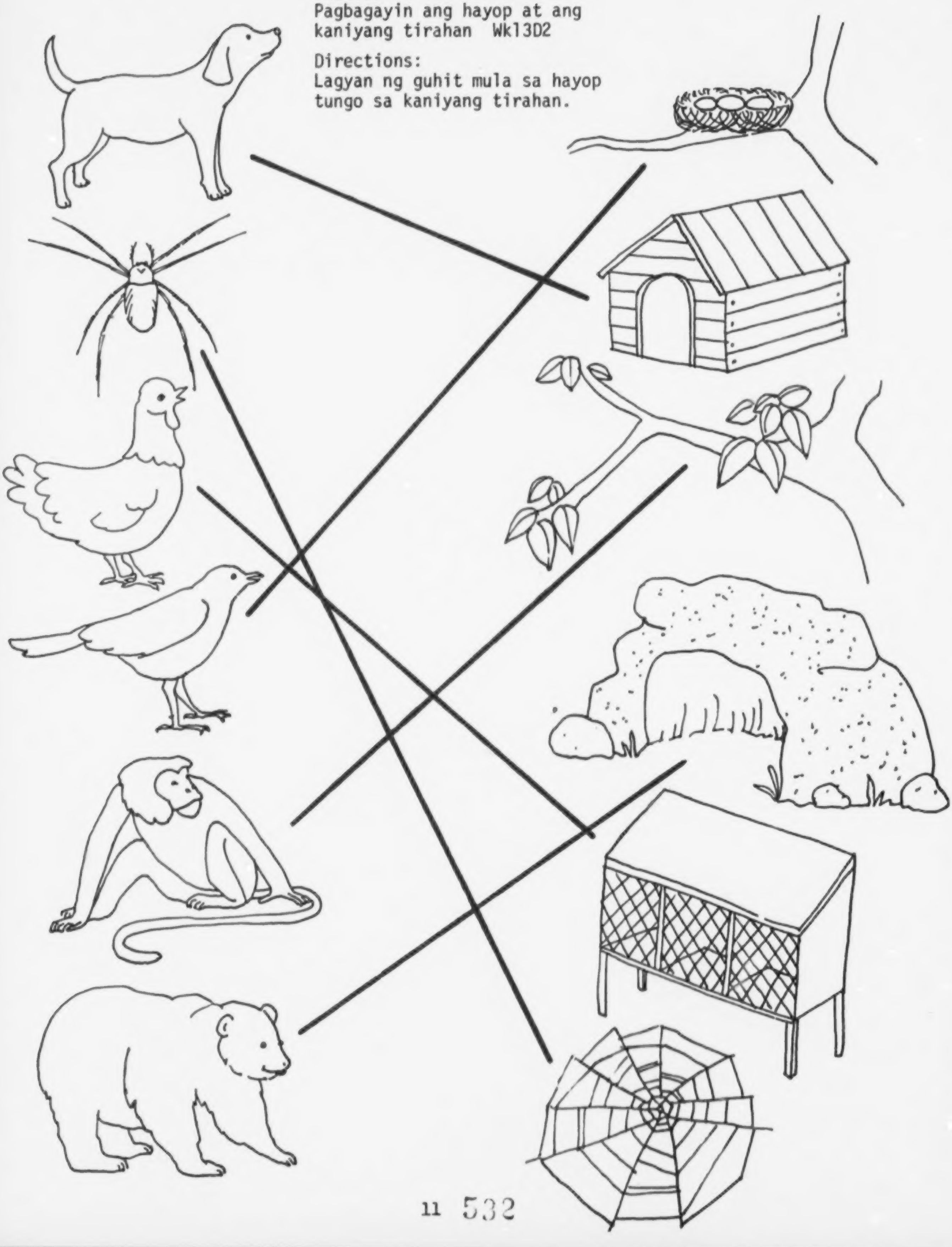
Directions:
Bahay kubo ito. Gumawa ng isang
mas malaki dito.



MATCH THE ANIMAL WITH HIS SHELTER

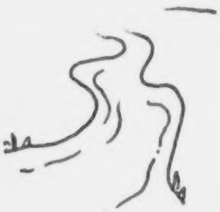
Pagbagayin ang hayop at ang kaniyang tirahan Wk13D2

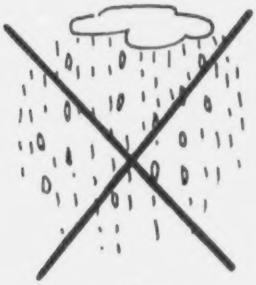
Directions:
Lagyan ng guhit mula sa hayop tungo sa kaniyang tirahan.

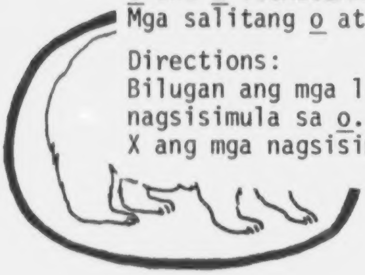


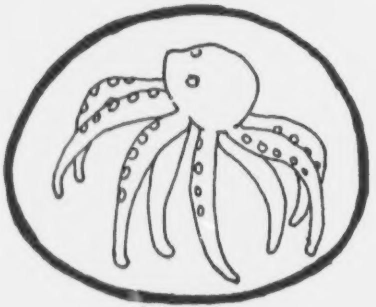
o and u VOCABULARY
Mga salitang o at u Wk13D3

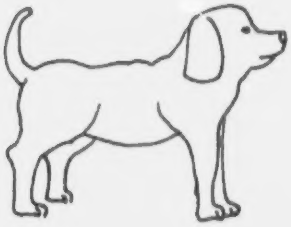
Directions:
Bilugan ang mga larawan na nagsisimula sa o. Lagyan ng X ang mga nagsisimula sa u.


ilog


ulan


oso


oktopus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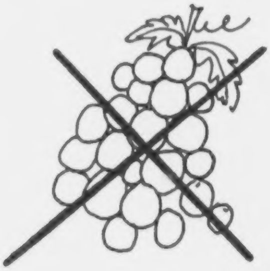
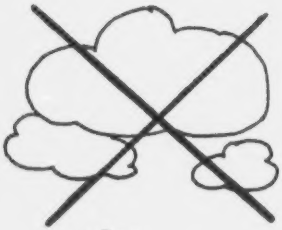
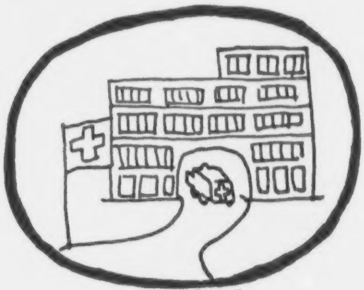

ubas


ulap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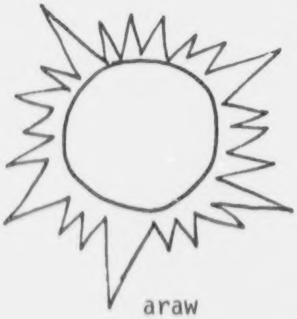
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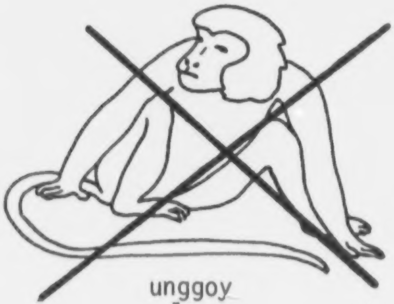
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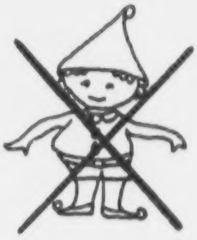
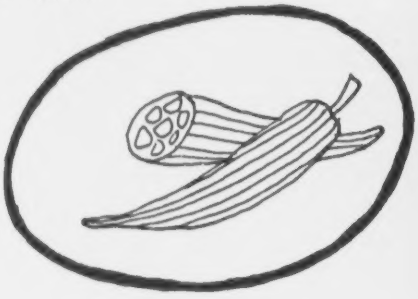

unano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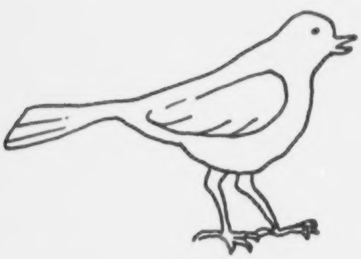
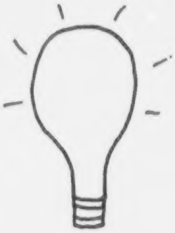
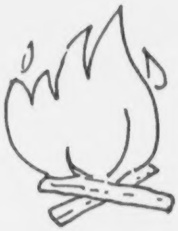
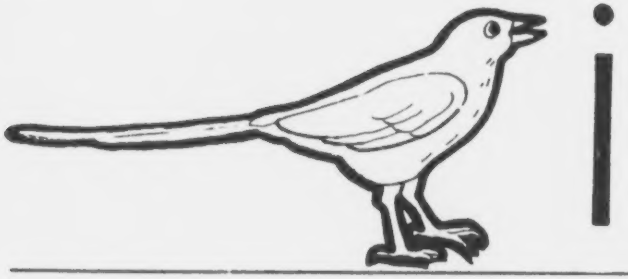

ibon


ilaw


apoy

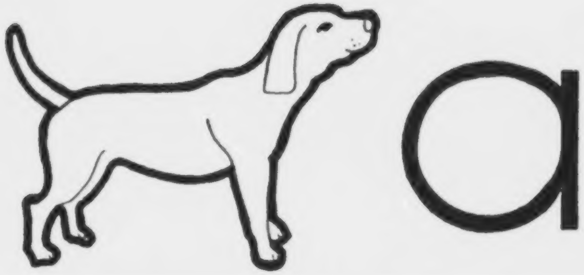
WRITING WORKSHEET: i Wk13D4

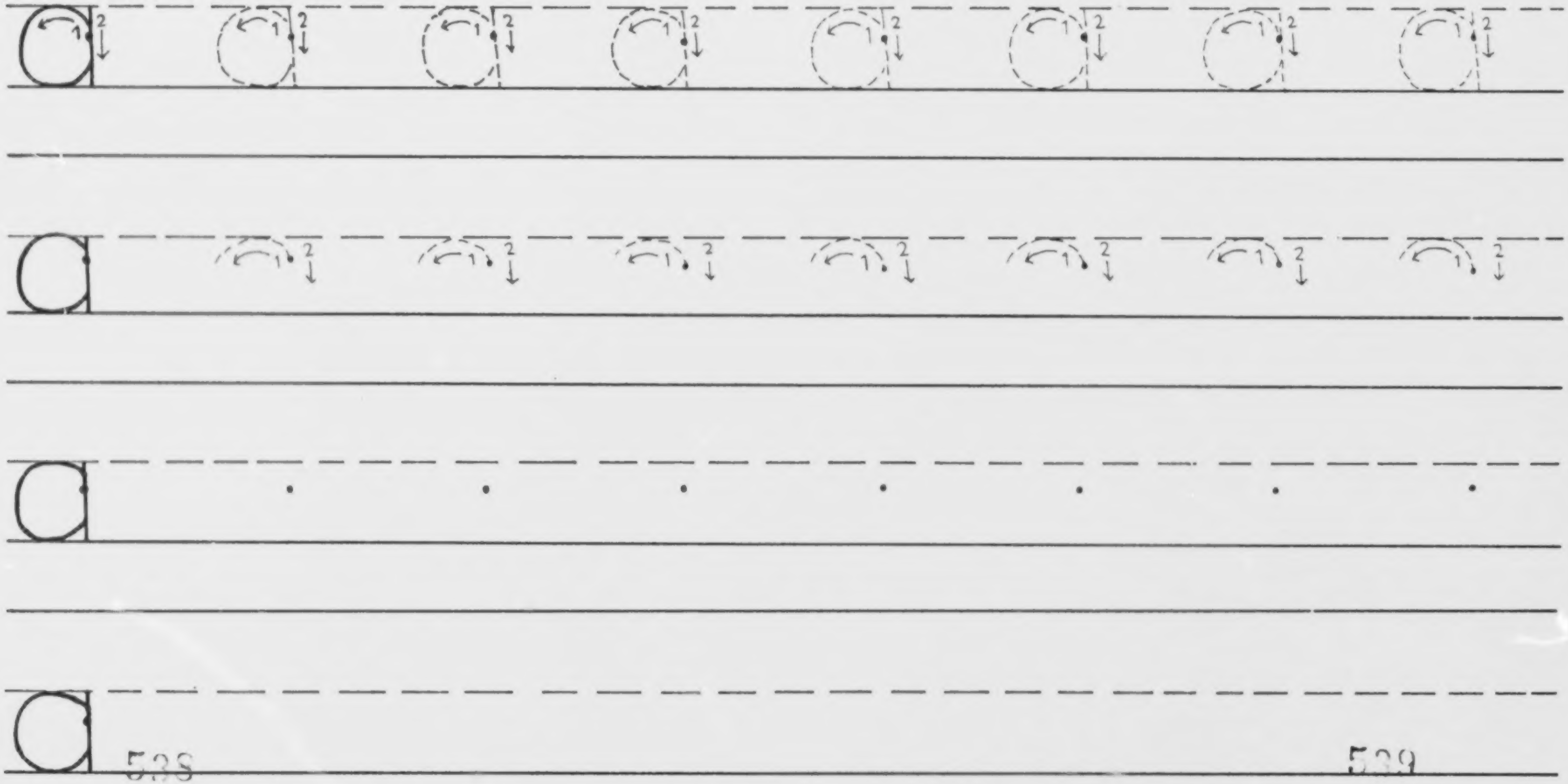


13

WRITING WORKSHEET: o Wk13D4

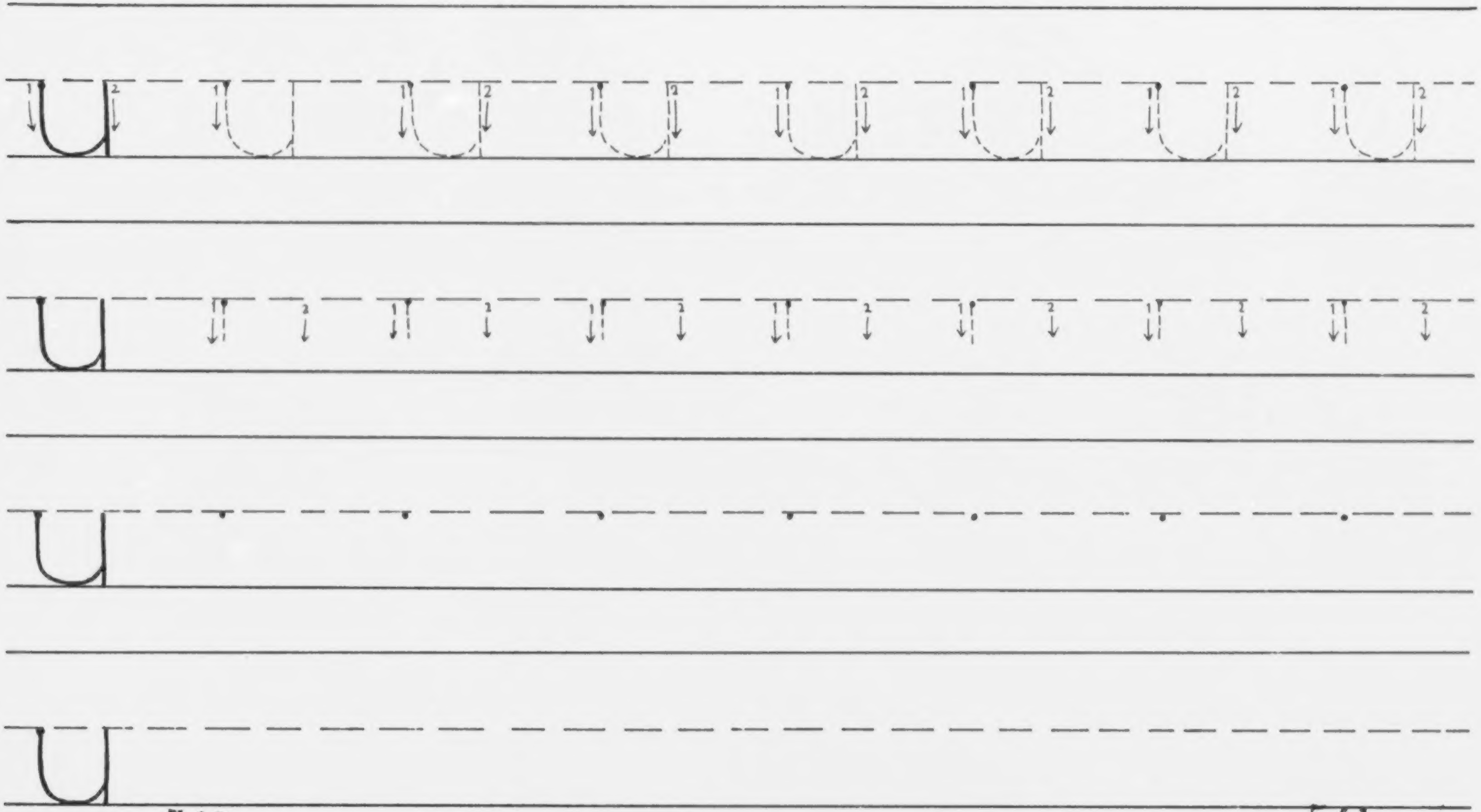
WRITING WORKSHEET: a   Wk13D5





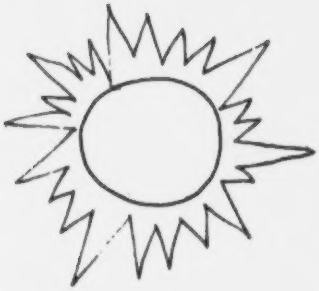
u

WRITING WORKSHEET: u Wk13D5

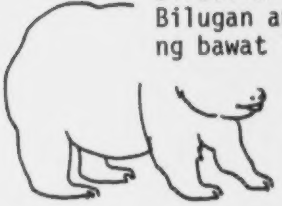


WHAT VOWEL DOES IT START WITH?
Ano ang simulang tunog? Wk13D5

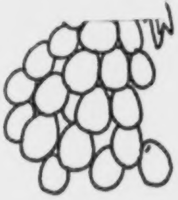
Directions:
Bilugan ang mga simulang tunog
ng bawat larawan.



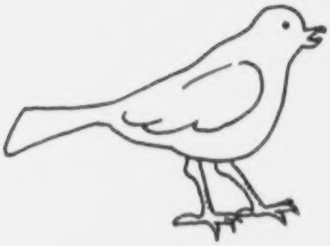
[✓ a] e i o u



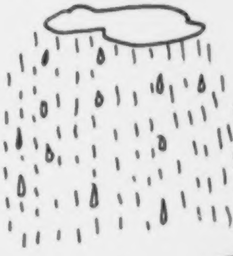
a e i [✓ o] u



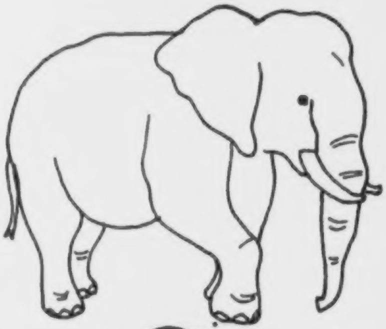
a e i o [✓ u]



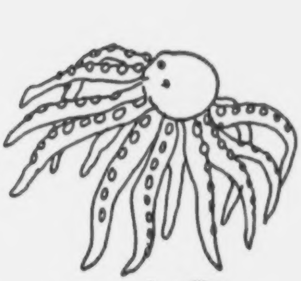
a e [✓ i] o u



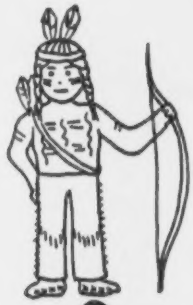
a e i o [✓ u]



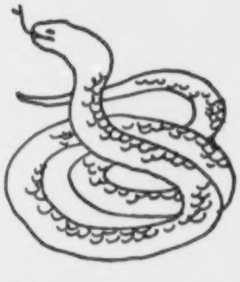
a [✓ e] i o u



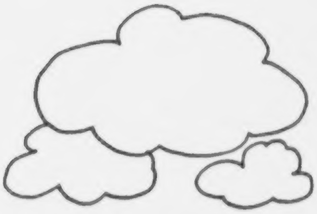
a e i [✓ o] u



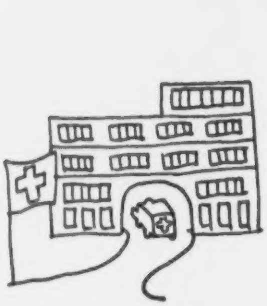
a e [✓ i] o u



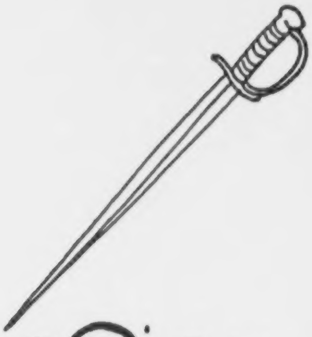
[✓ a] e i o u



a e i o [✓ u]

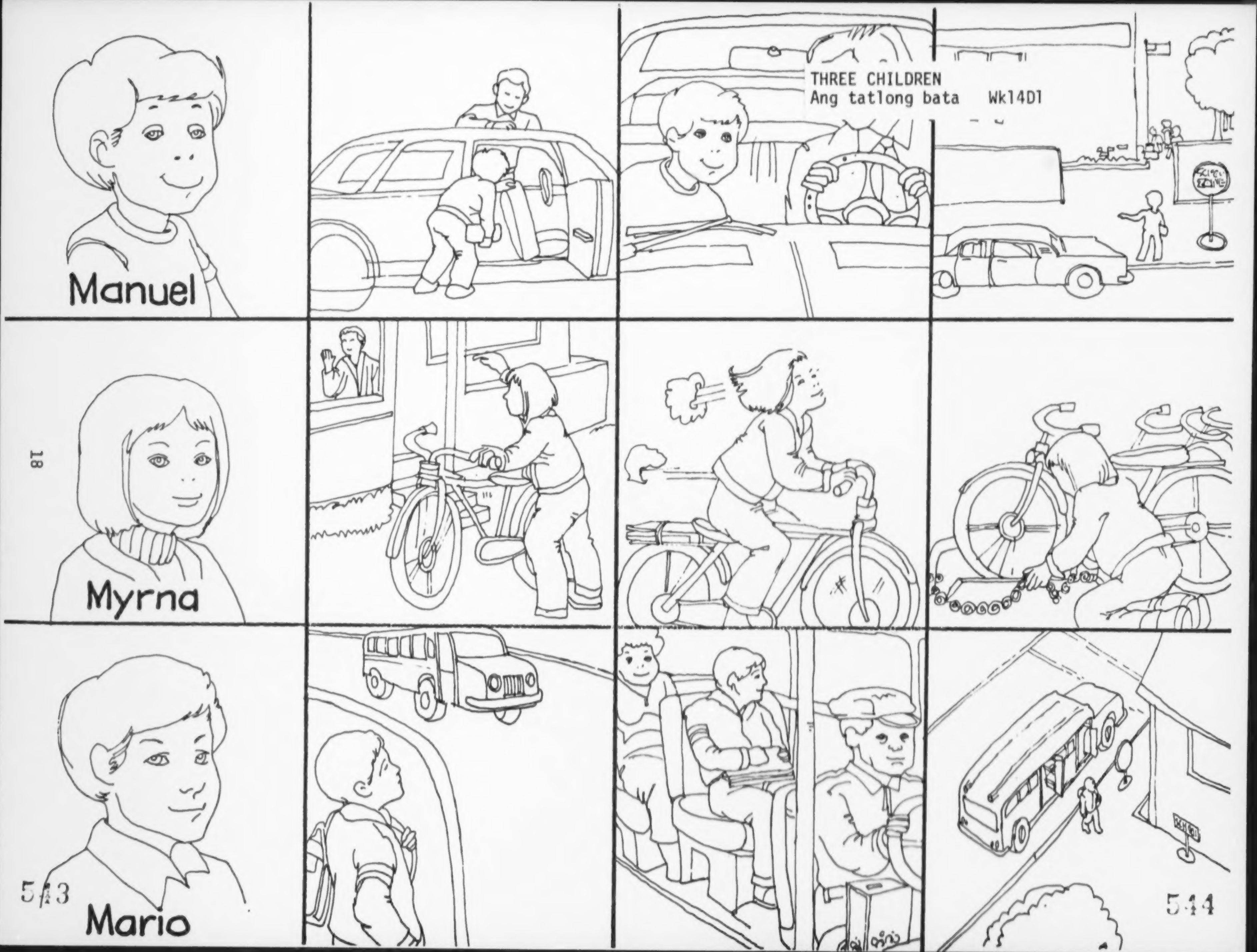


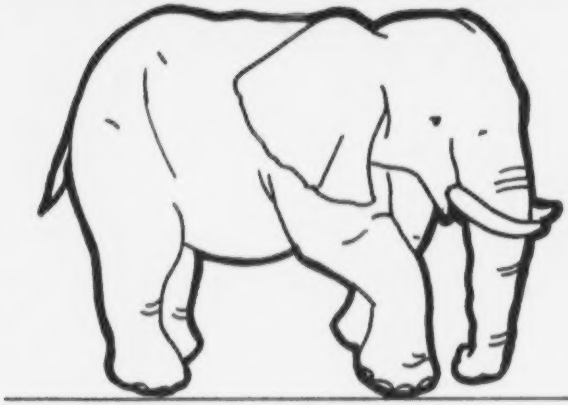
a e i [✓ o] u



a [✓ e] i o u

THREE CHILDREN
Ang tatlong bata Wk14D1


Manuel
Myrna
Mario



e

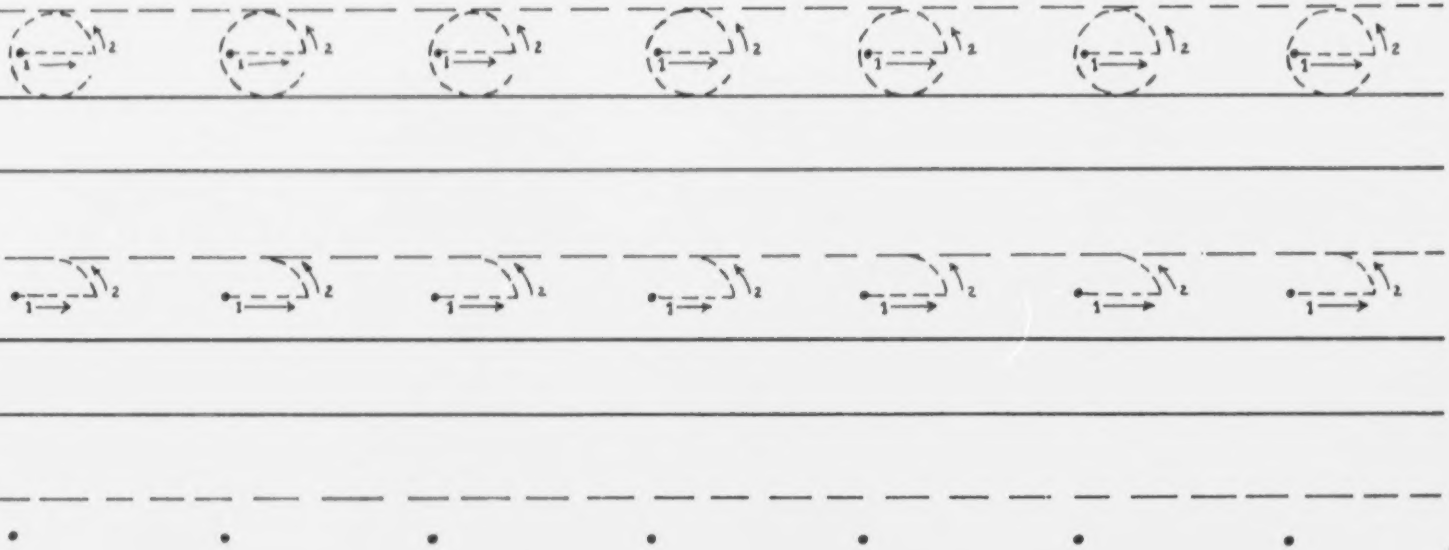
WRITING WORKSHEET: e Wk14D3

e

e

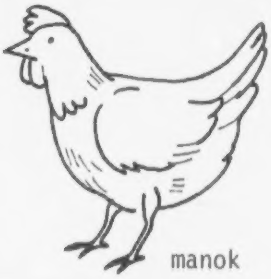
e

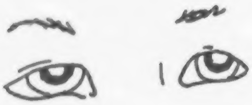
e

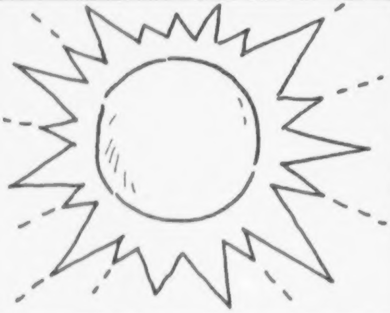


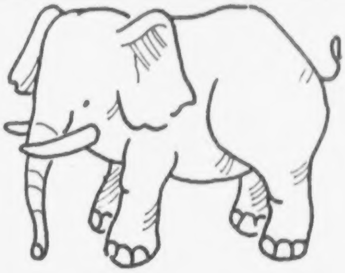
m VOCABULARY
Mga salitang m   Wk14D3

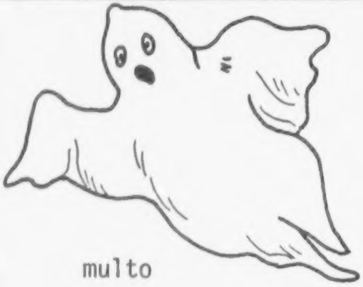
Directions:
Kulayan ang mga larawan na
nagsisimula sa m.


manok


mata



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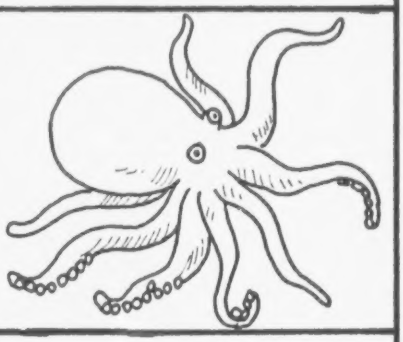
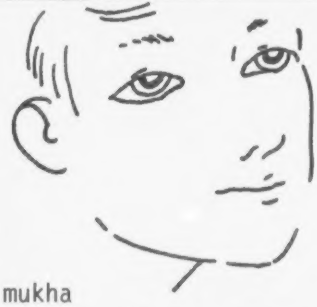
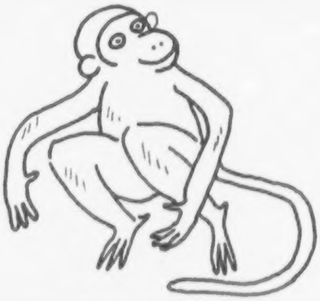
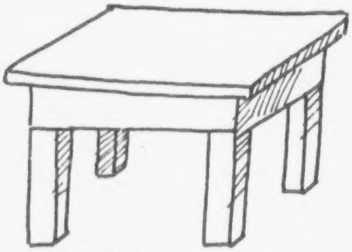
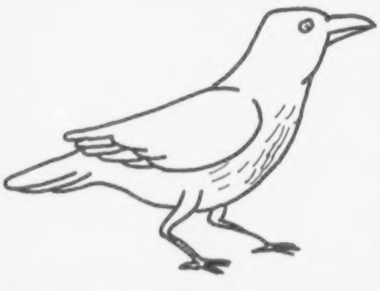
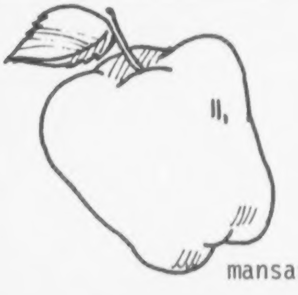


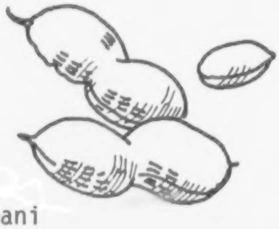

mukha




mesa




mansanas


mani

m

WRITING WORKSHEET: m Wk14D4

m

m

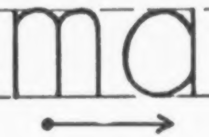
m

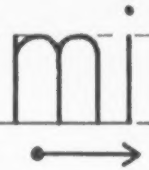
m

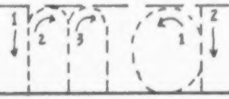
WRITING ma AND mi

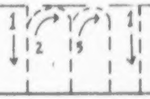
Pagsulat ng ma at mi

Directions:
Alin ang nagsasabi ng ma?
Alin ang nagsasabi ng mi?
Isulat ang mga ito.

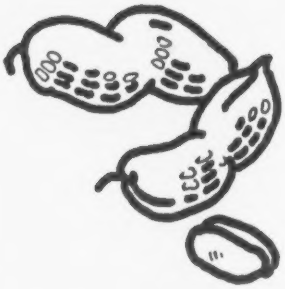






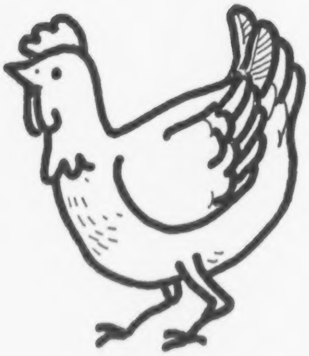


SUPPLY MISSING SOUNDS
Isulat ang mga nawawalang tunog Wk14D5



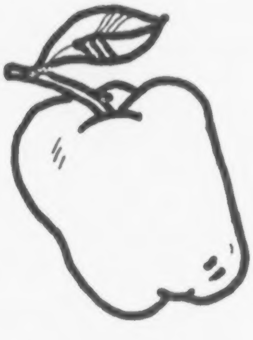
mani

Directions:
Anu-ano ang mga bagay na ito?
May dalawang tunog na nawawala
sa unahan. Ano ang mga ito?
Isulat ang mga nawawalang tunog.

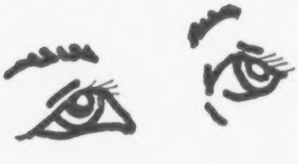


manok

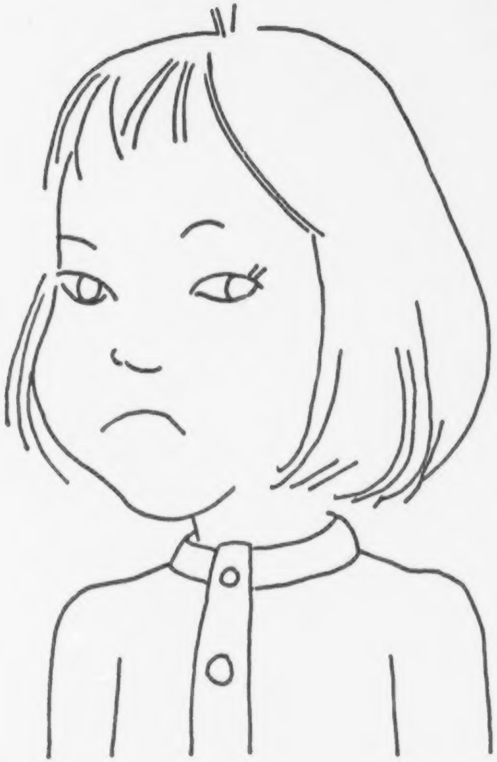
AFTER THE CHILDREN WRITE THE
MISSING SOUNDS, SAY:
Ngayon, sama-sama nating
babasahin ang mga salitang ito.



mansanas



mata

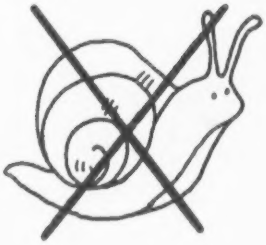


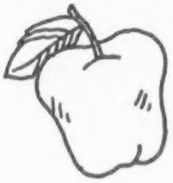
DRAW A FRIEND FOR SANDRA
Magdrowing ng isang kaibigan
para kay Sandra   Wk15D1

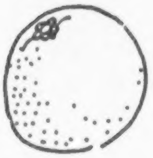
Directions:
Si Sandra ito. Natatandaan ba ninyo si Sandra? Wala siyang kaibigan. Magdrowing ng isang kaibigan sa tabi niya.

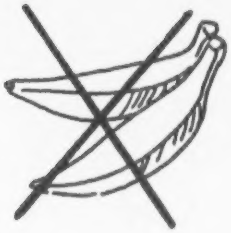
s VOCABULARY
Mga salitang s   Wk15D3

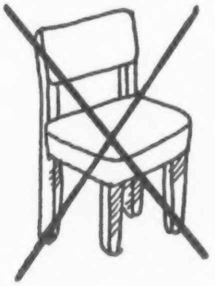
Directions:
Lagyan ng X ang mga larawang nagsisimula sa s.

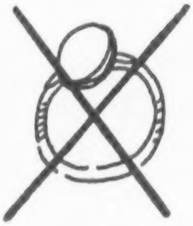


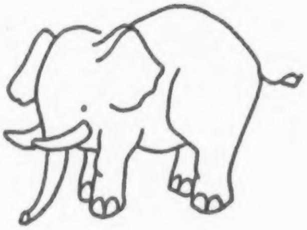


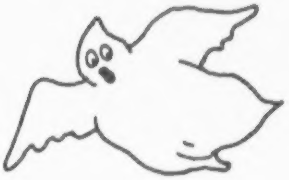


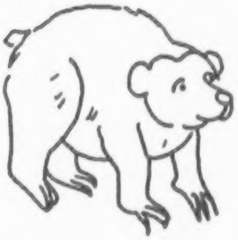


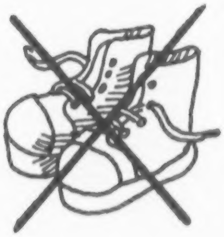


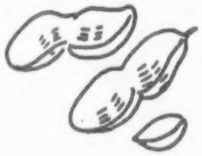


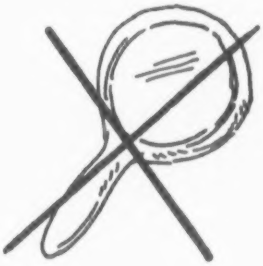


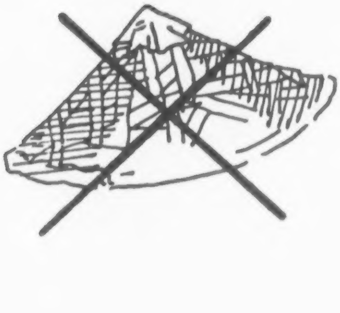


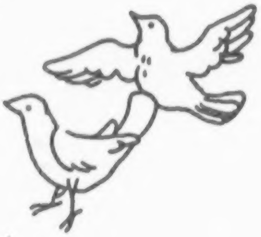


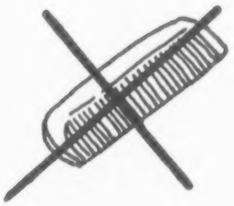




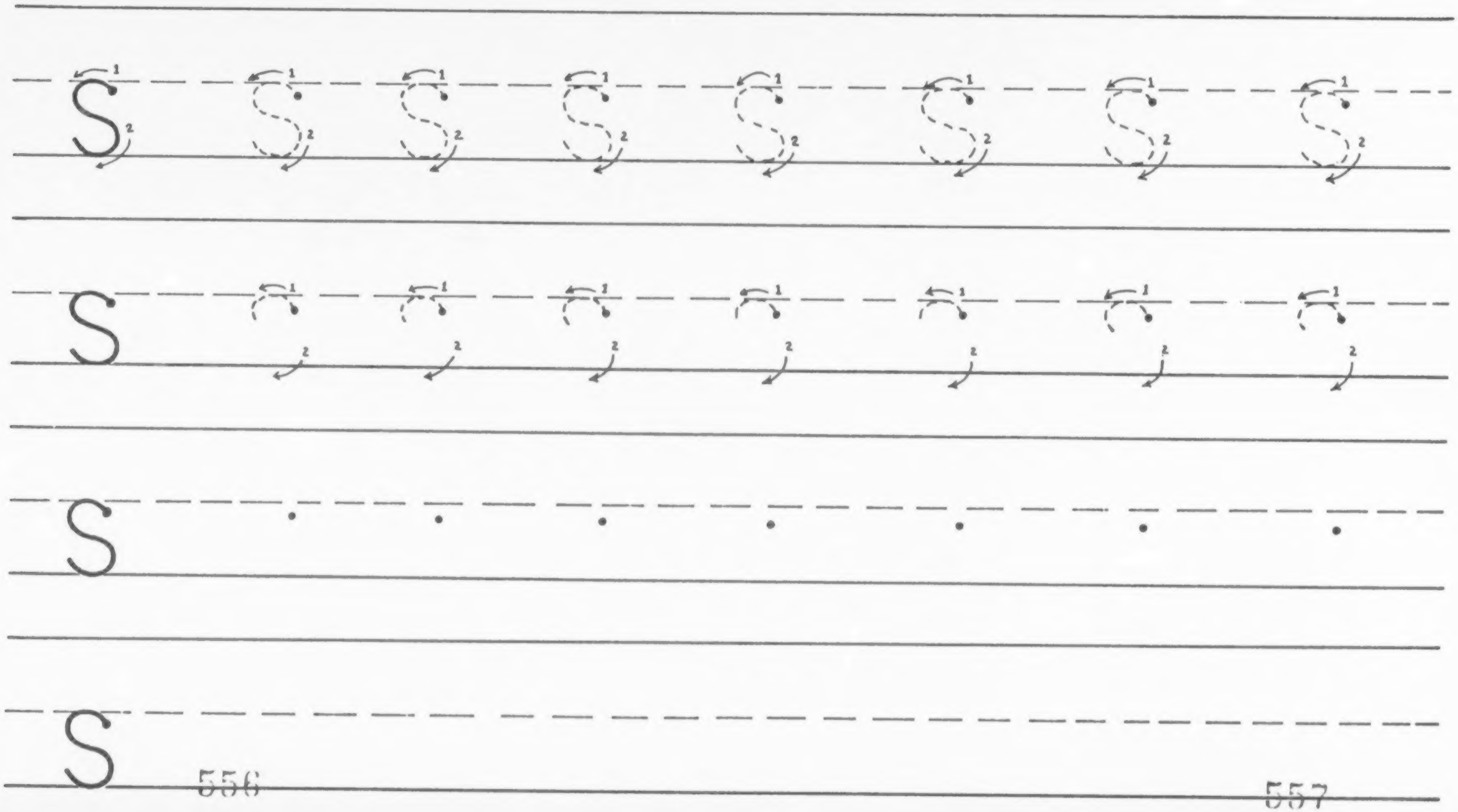




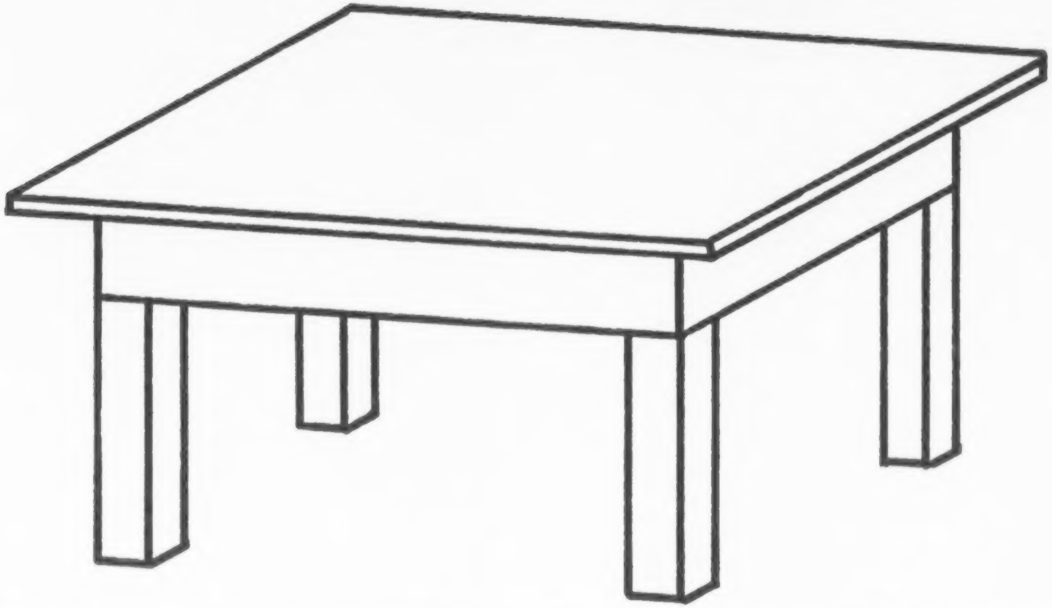




WRITING WORKSHEET: s Wk15D3

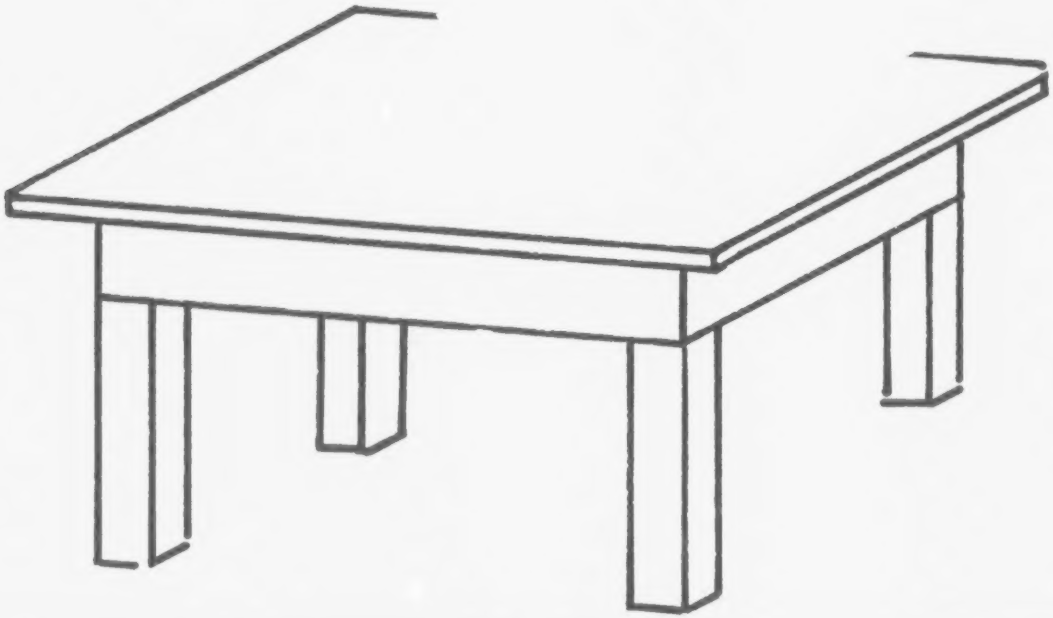


READING WORKSHEET A   Wk15D4
(The children color the picture
after reading the story.)



mesa

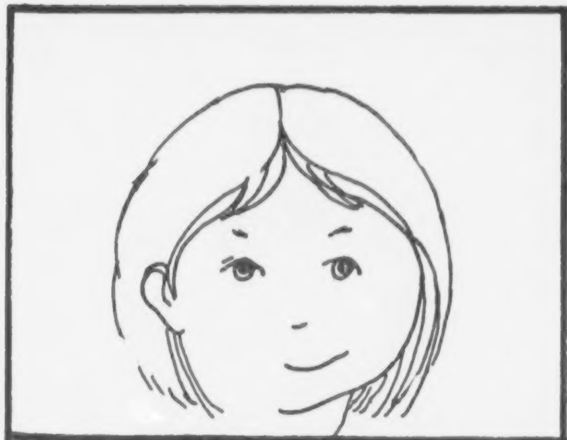
READING WORKSHEET B   Wk15D5
(The children draw a dog on the table after reading the story.)

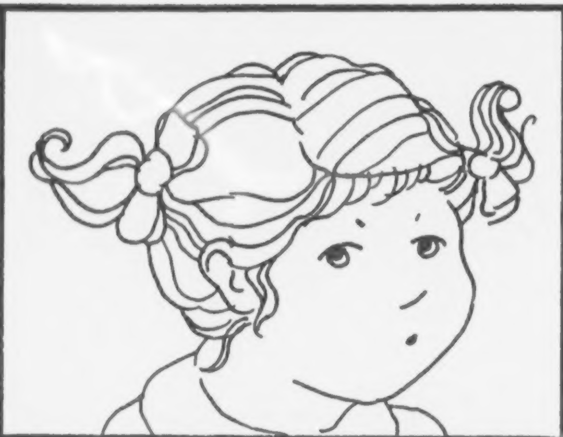


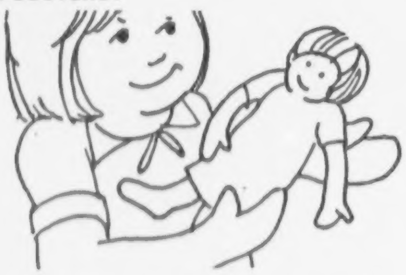
aso sa mesa

SI NINA AT SI ROSA Wk16D1

Directions:

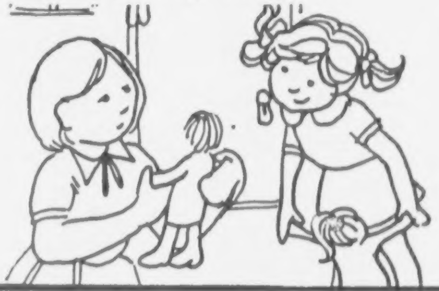


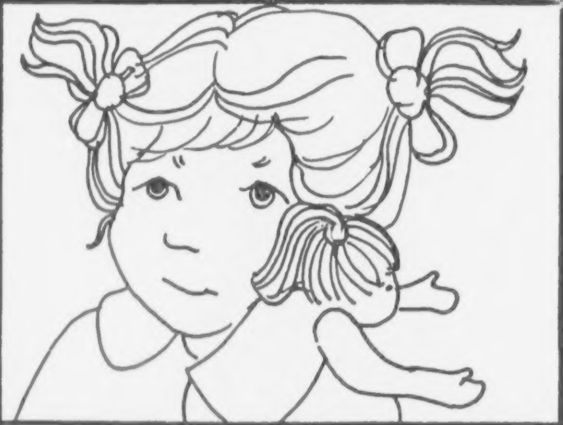


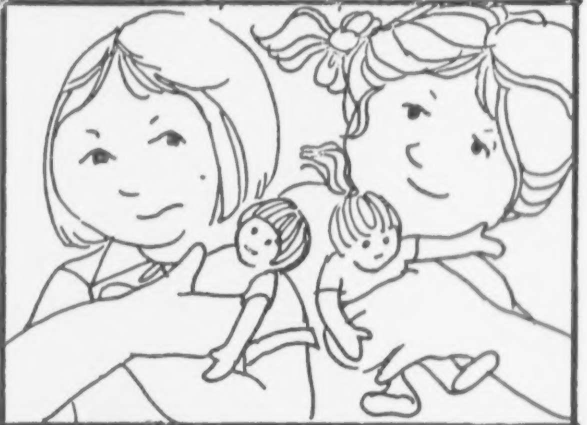


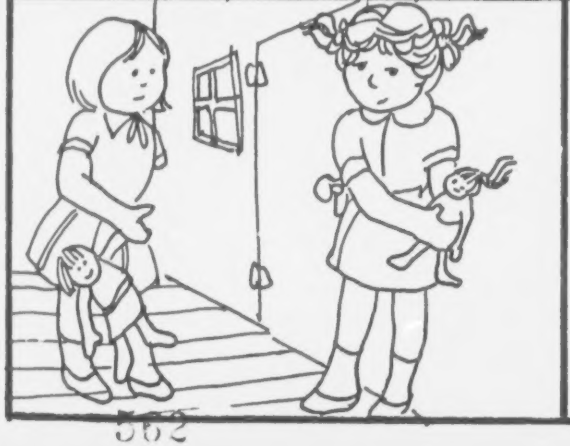
Sa unang hanay, maglagay ng guhit sa ilalim ng larawan ni Nina at ng kaniyang manika.

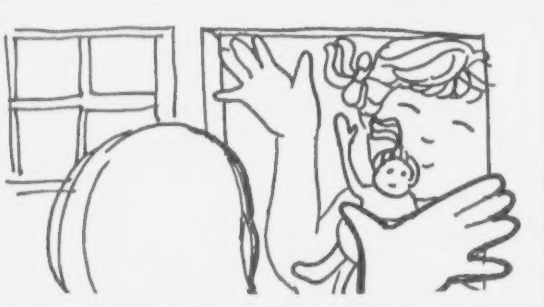
Sa pangalawang hanay, maglagay ng guhit sa ilalim ng larawan ni Nina at Rosa na naglalaro sa kanilang bahay-bahayan.



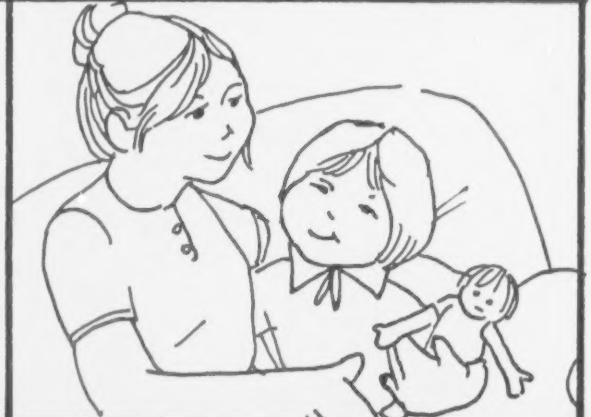


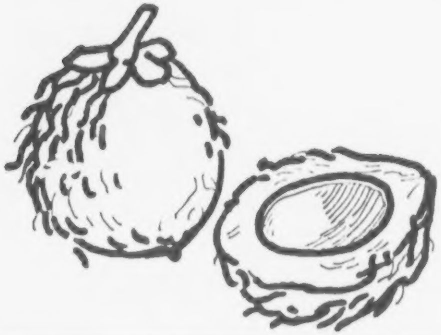






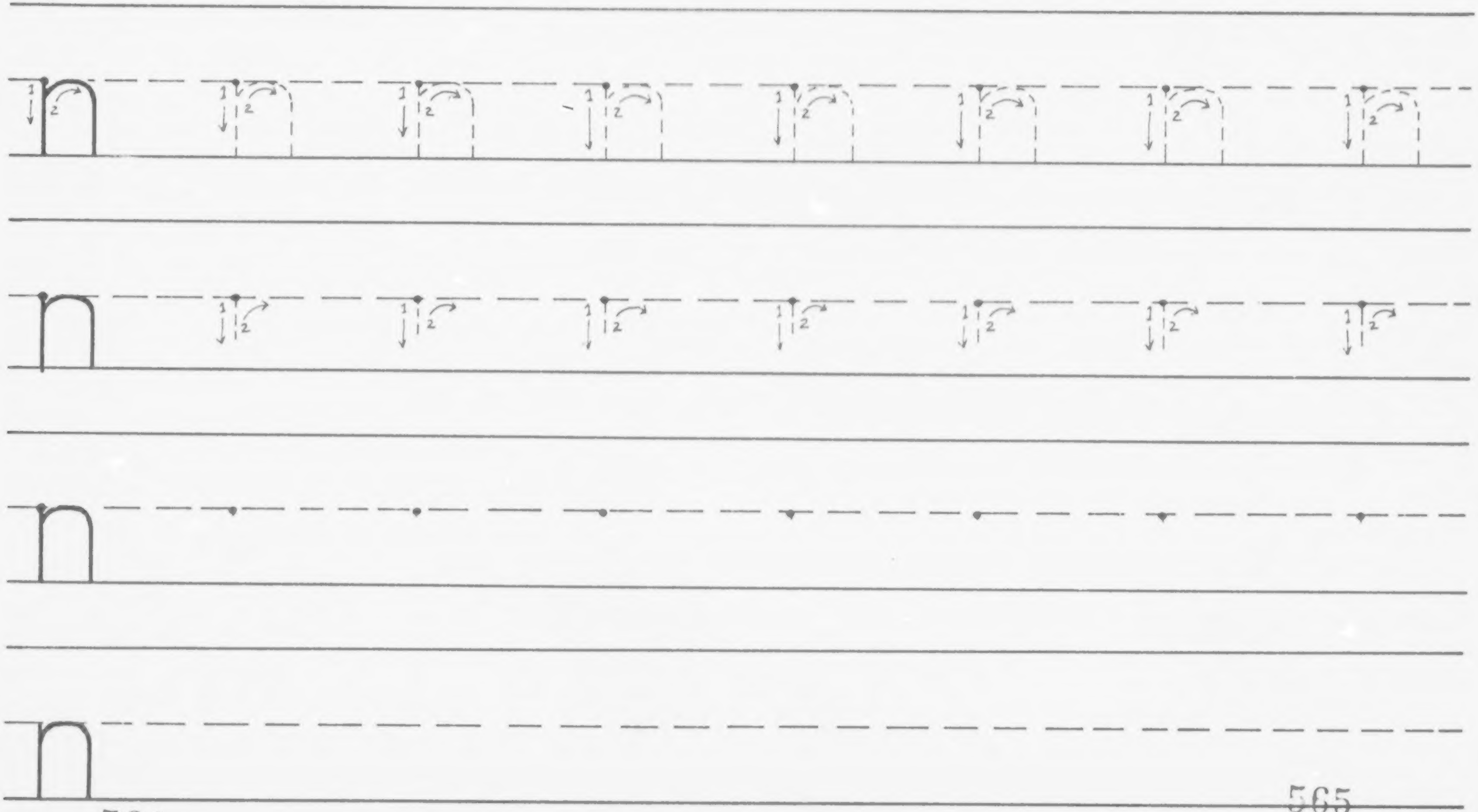
Sa pangatlong hanay, maglagay ng guhit sa ilalim ng larawan ni Nina na nagpapaalam kay Rosa.



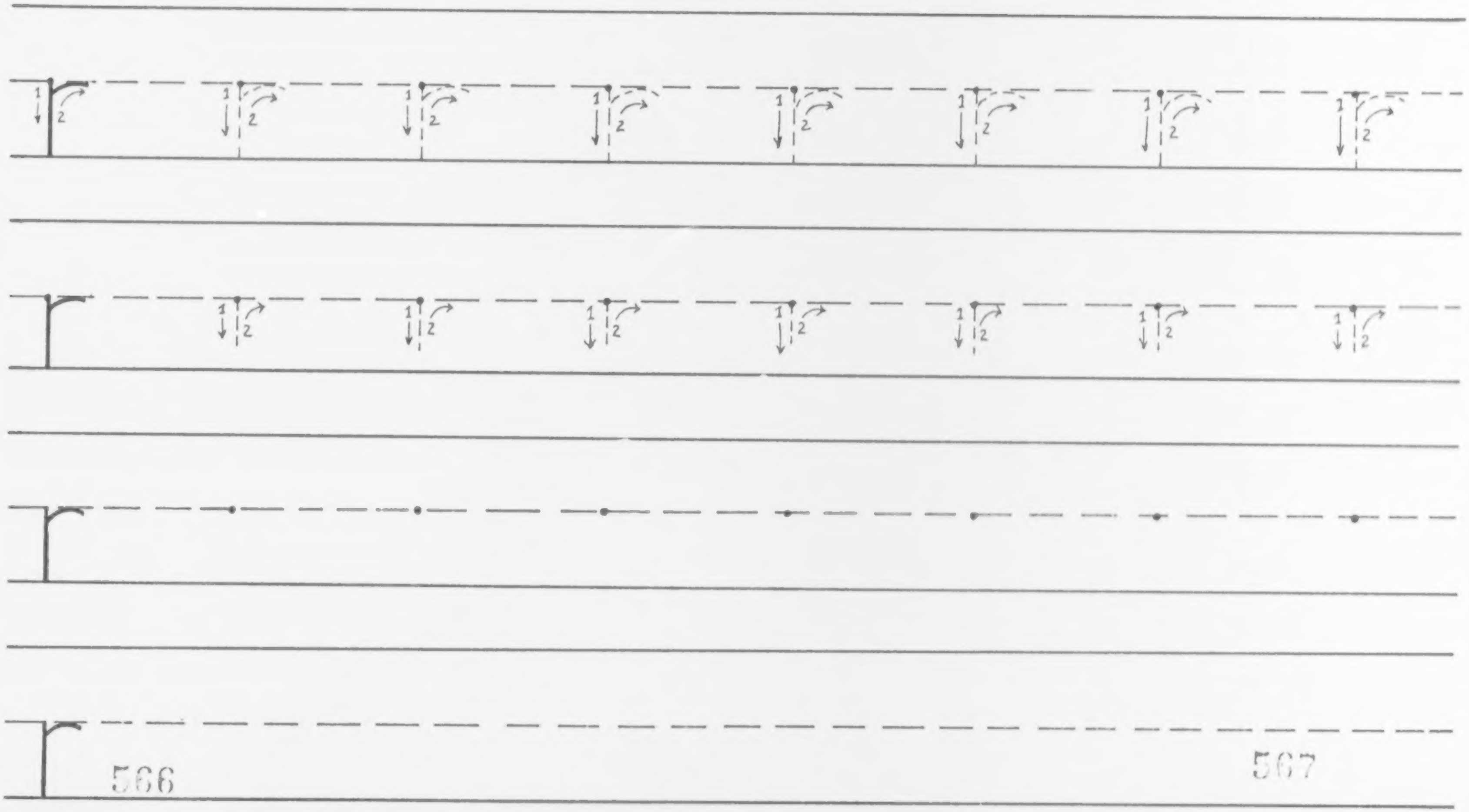


n

WRITING WORKSHEET: n Wk16D2



WRITING WORKSHEET: r Wk16D3

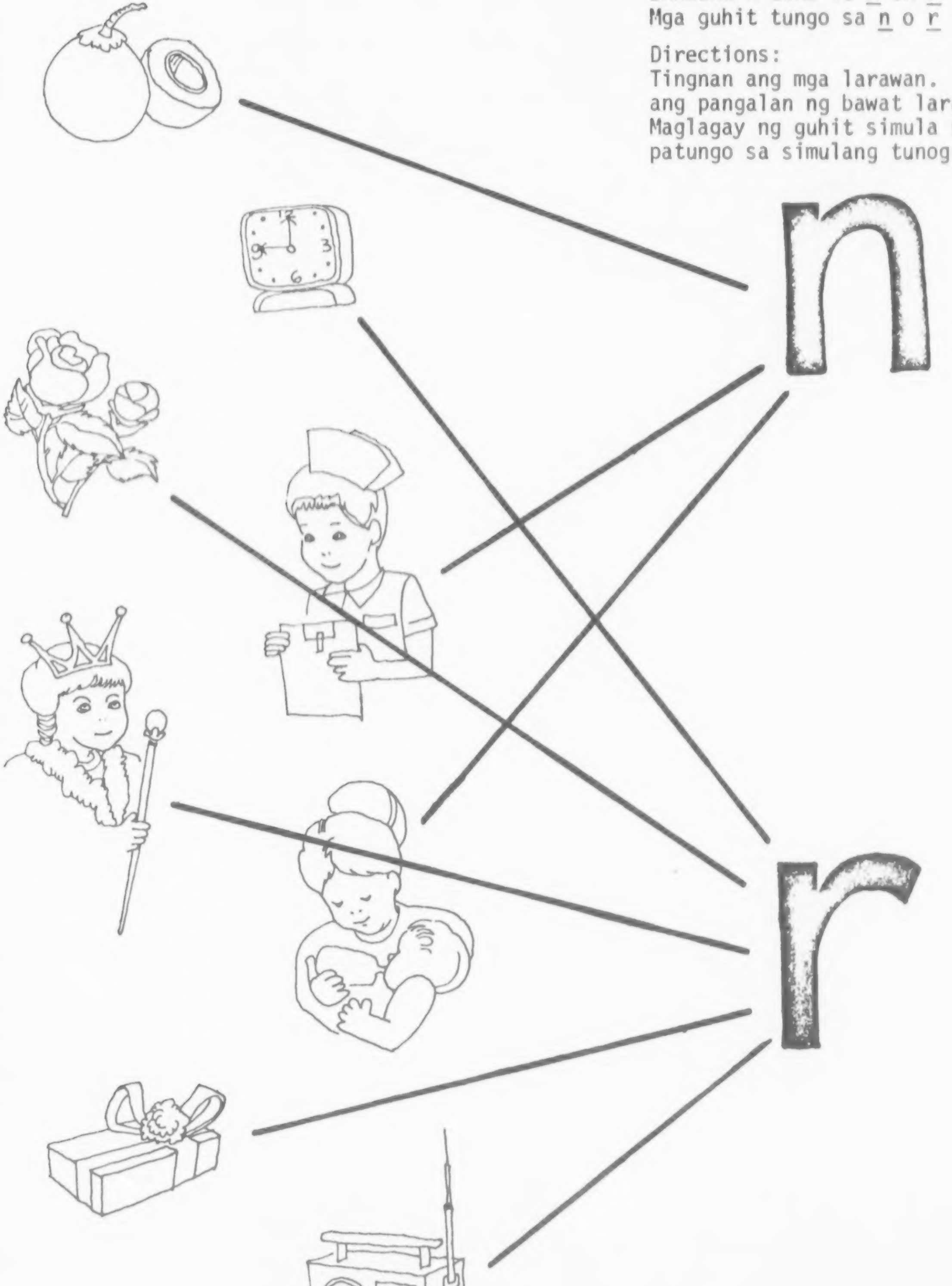


DRAWING A LINE TO n OR r

Mga guhit tungo sa n o r   Wk16D4

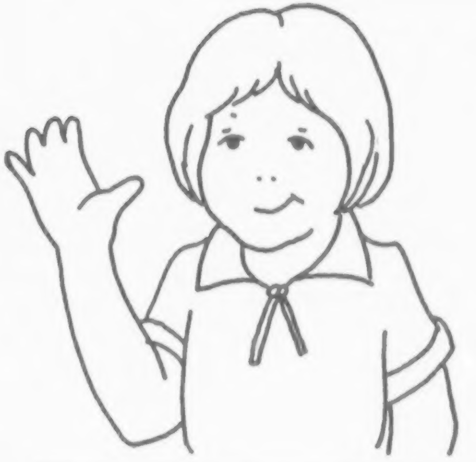
Directions:

Tingnan ang mga larawan. Sabihin ang pangalan ng bawat larawan. Maglagay ng guhit simula sa larawan patungo sa simulang tunog.

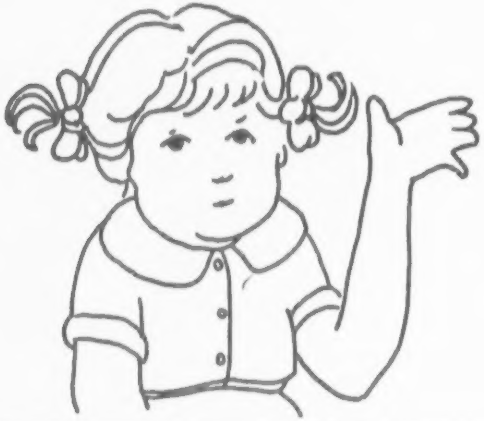


WRITING MISSING WORDS
Pagsusulat ng mga nawawalang salita Wk16D4

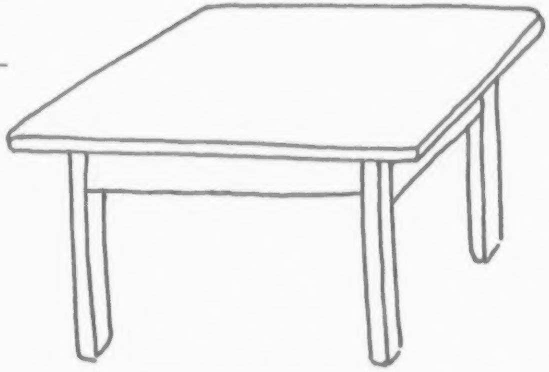
Directions:
Sino ang batang babae sa kaliwa?
Sino ang batang babae sa kanan?
Ano ang nasa gitna?
Puwede ba ninyong isulat ang mga
pangalan nila at ang salitang mesa?



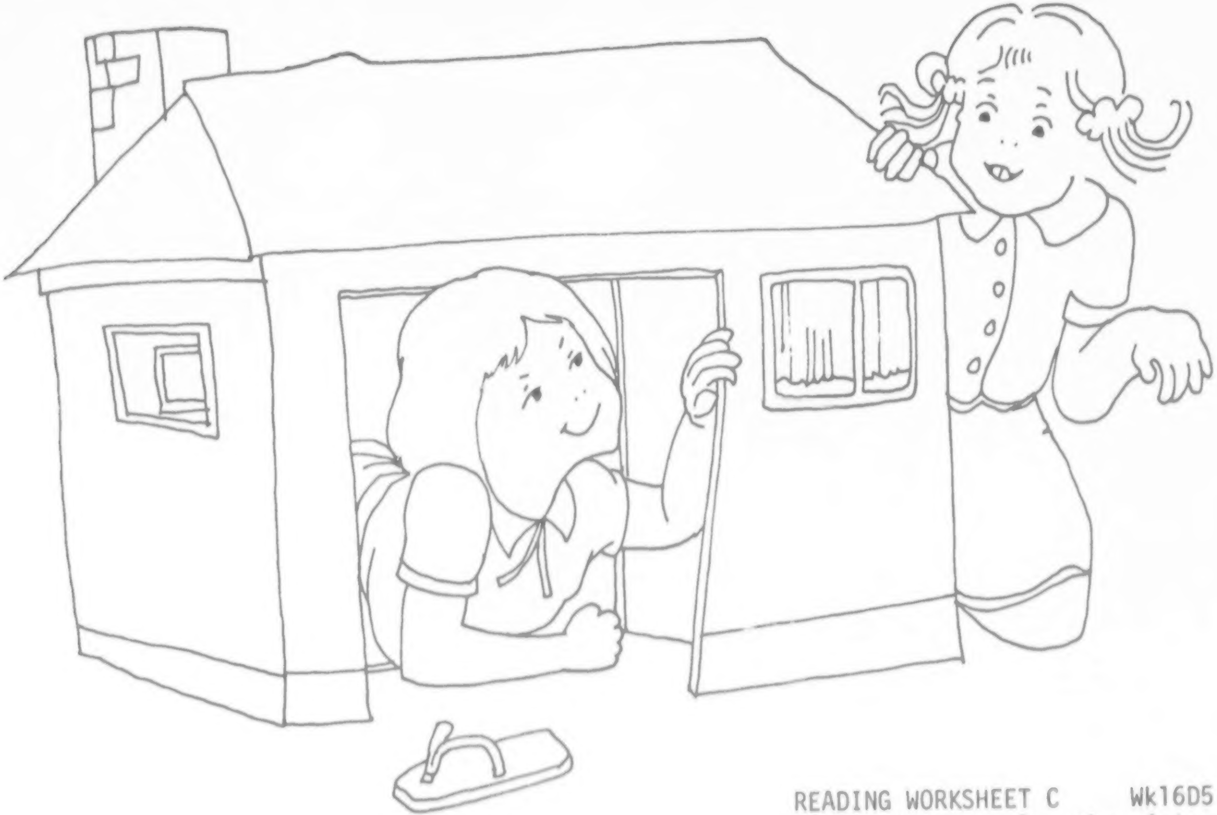
si nina



si rosa



ang mesa

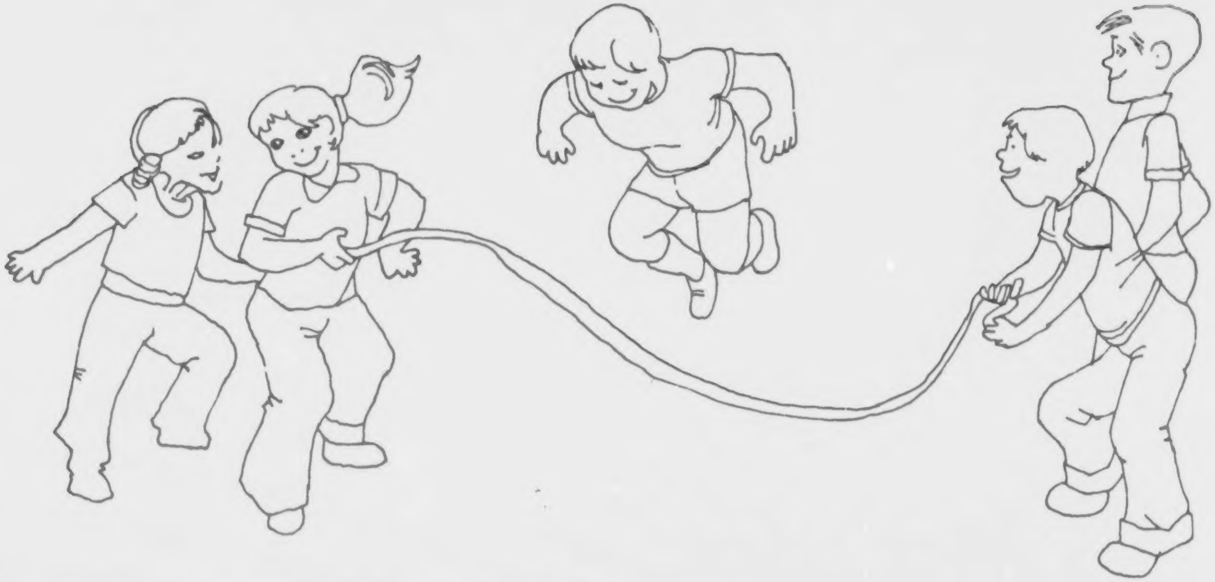


READING WORKSHEET C Wk16D5
(The children color the picture after reading the story.)

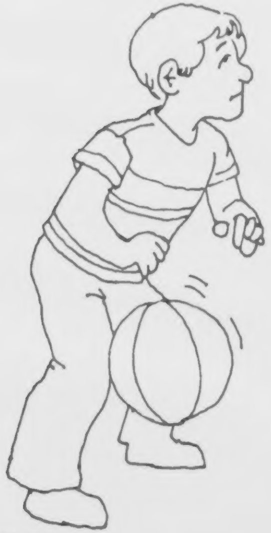
sa·an si nina

sa·an si rosa

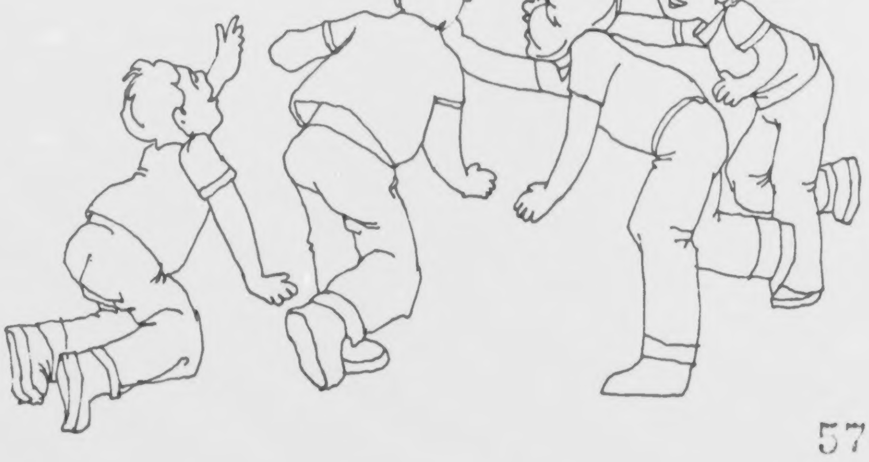
SHARING
Makibahagi Wk17D1



35



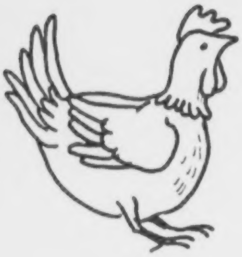
573



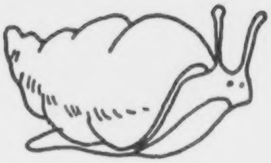
574

WRITING INITIAL SOUND
Pagsusulat ng simulang tunog Wk17D1

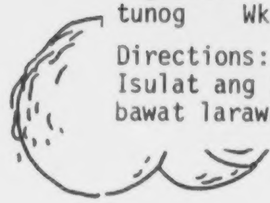
Directions:
Isulat ang unang tunog ng bawat larawan.



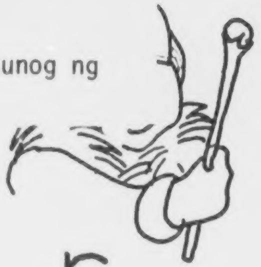
m



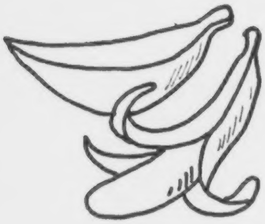
s



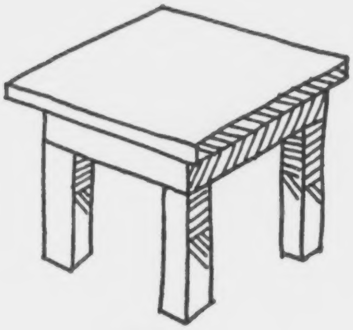
n



r



s



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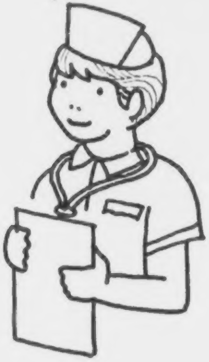

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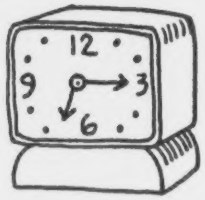

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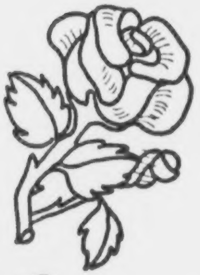
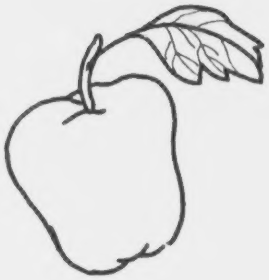


r



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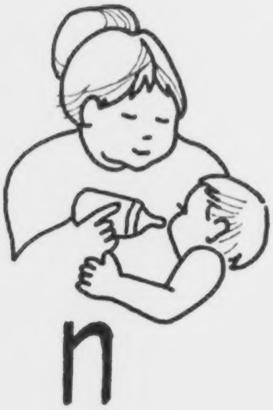
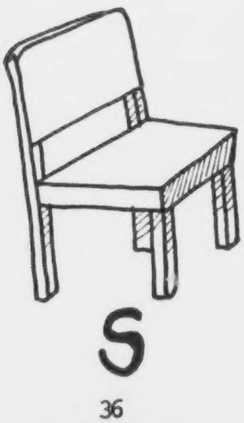


n



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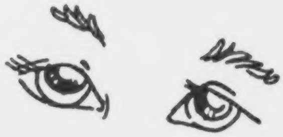
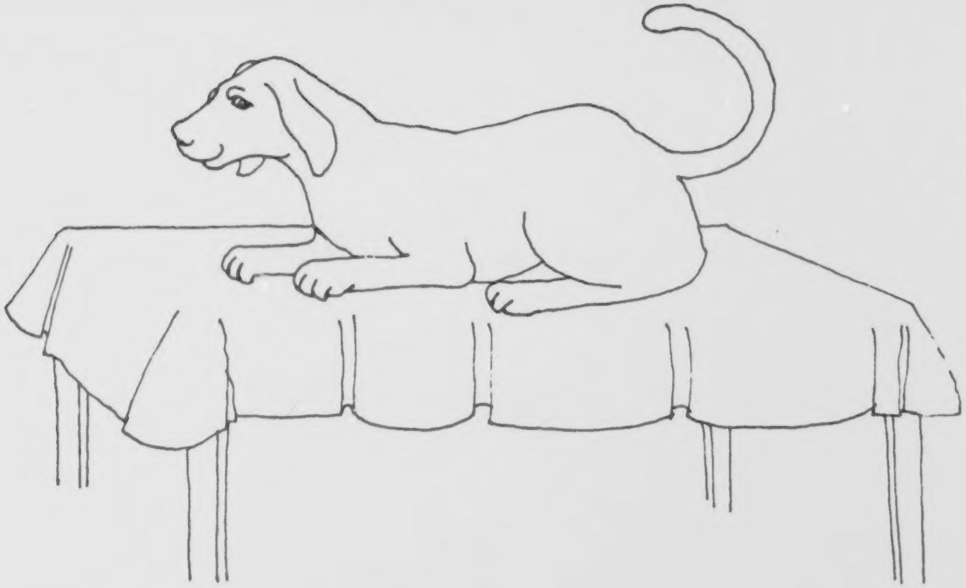
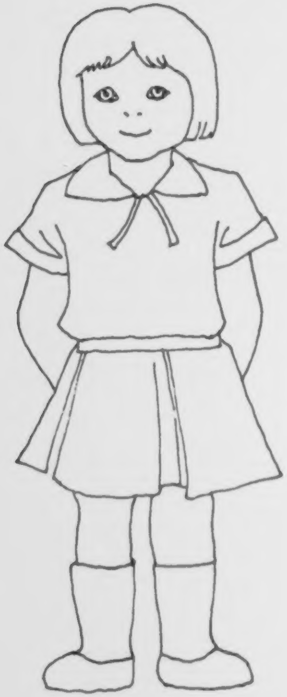


m

TEST WORKSHEET: Initial Sound Wk17D2

1. a o n i [✓ m]
2. s i u m [✓ a]
3. [✓ n] o a r s
4. i u [✓ o] a e
5. r s [✓ m] n i
6. e [✓ u] r a o
7. a o m [✓ r] s
8. [✓ e] n o a u
9. i [✓ s] m n r
10. o [✓ i] u s e



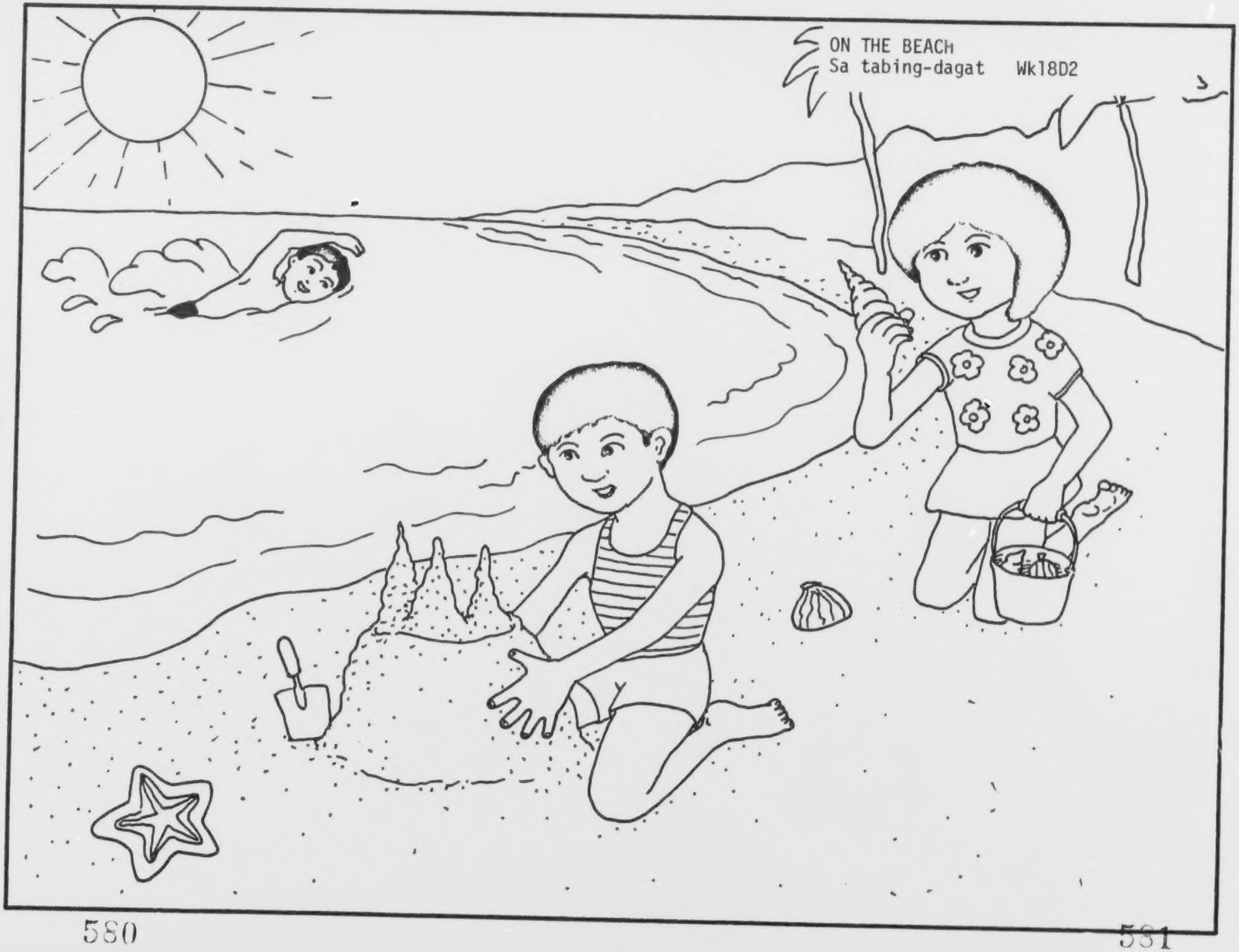


ang aso sa mesa.

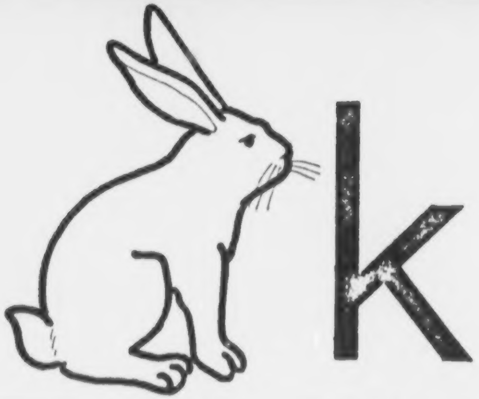
ang aso ni nina.

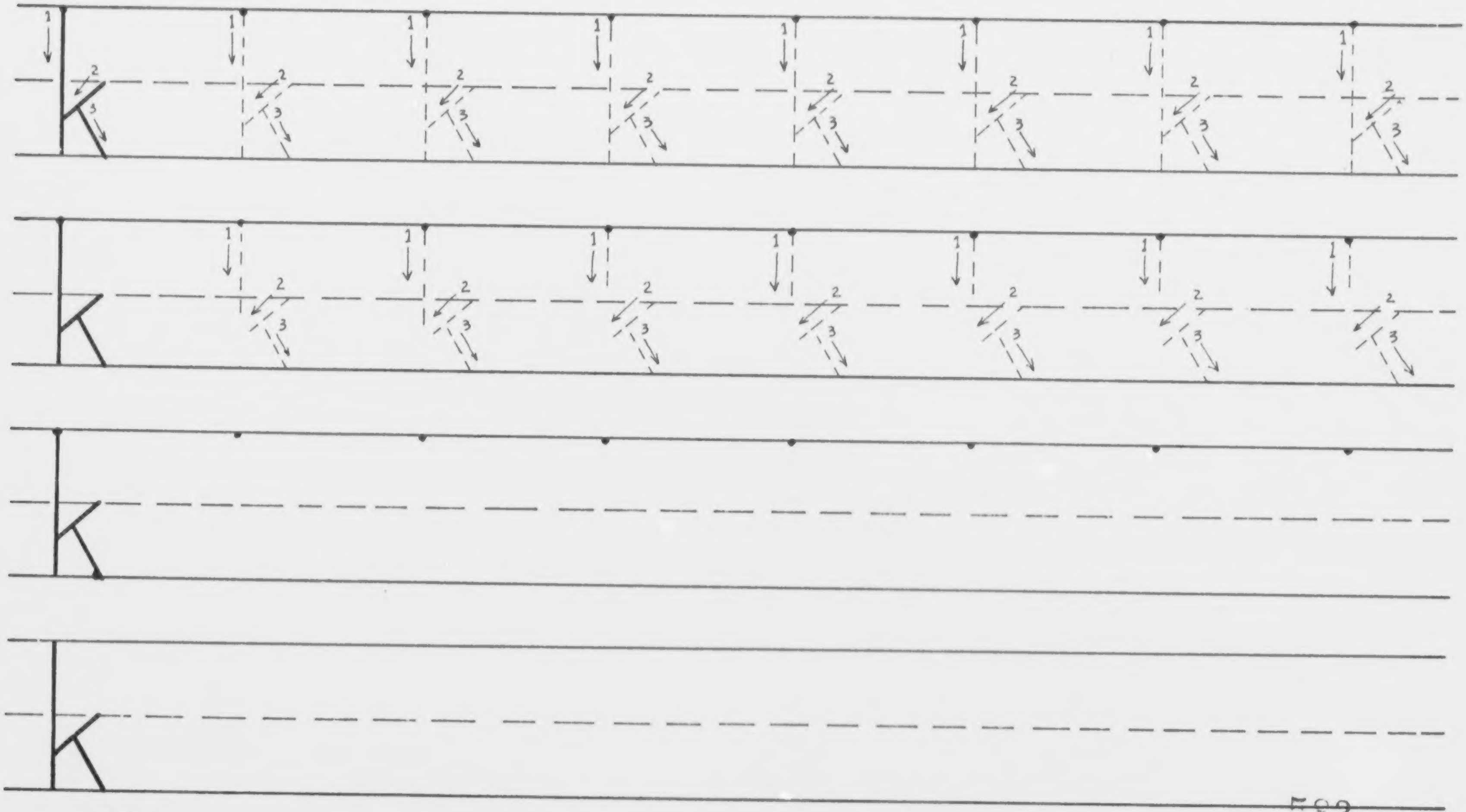
TEST WORKSHEET: Reading Words Wk17D5

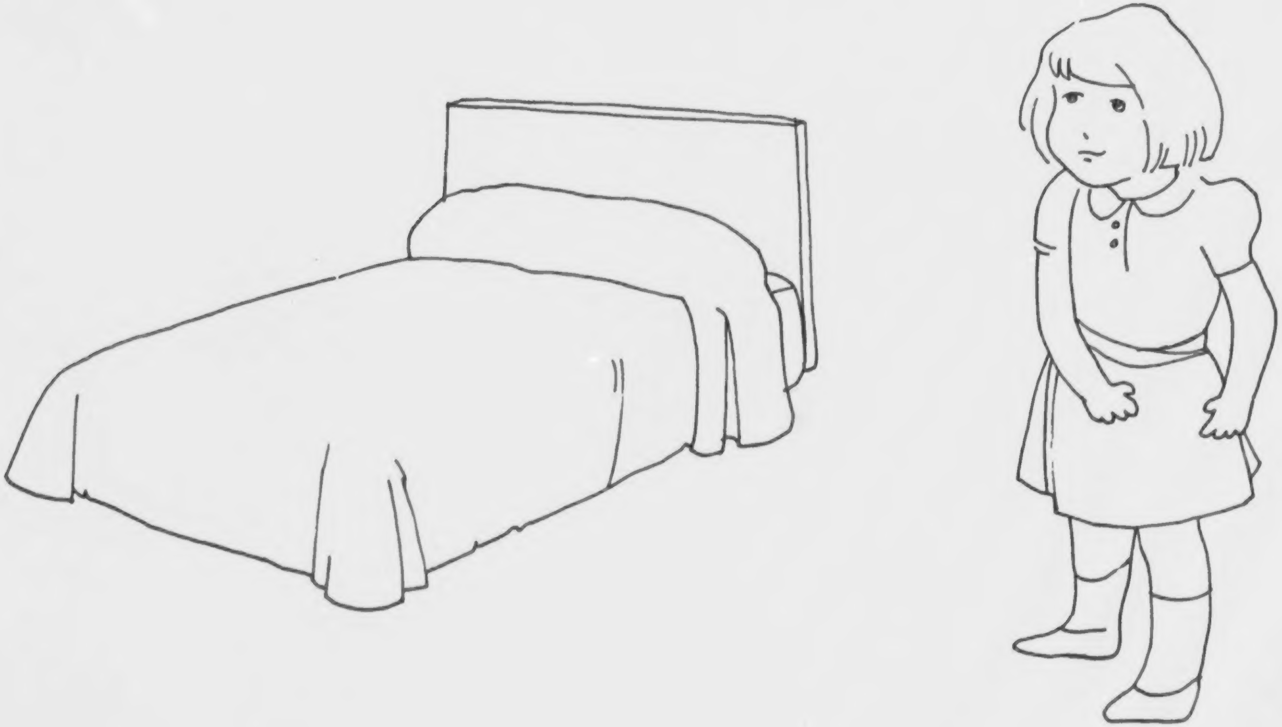
1. mesa	sesa	[✓ mesa]	misa	rosa
2. aso	oso	maso	[✓ aso]	asi
3. nina	mina	nia	sina	[✓ nina]
4. sa	ma	si	na	[✓ sa]
5. ang	[✓ ang]	ani	eng	ano
6. saan	ran	san	[✓ saan]	naas
7. si	[✓ si]	sa	ri	ni
8. mara	nara	sara	[✓ mara]	ara
9. rosa	sora	nosa	[✓ rosa]	rosi
10. ni	ri	na	mi	[✓ ni]


ON THE BEACH
Sa tabing-dagat Wk18D2

WRITING WORKSHEET: k   Wk18D3





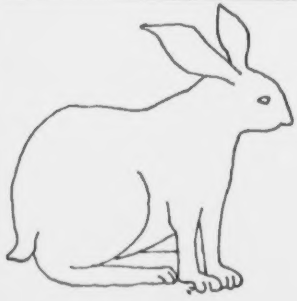


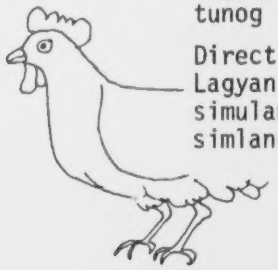
READING WORKSHEET E Wk18D4

ang kama ni kim

MATCHING INITIAL SOUNDS
Pagtugmain ang mga simulang tunog Wk18D4

Directions:
Lagyan ng X ang kahon kung ang simulang tunog ay kagaya ng simlang tunog ng unang larawan.

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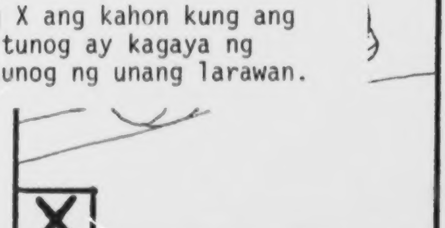
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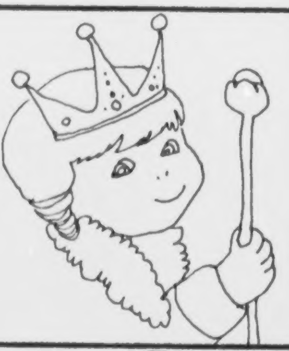

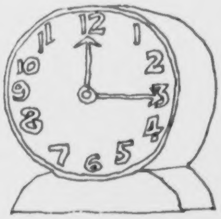
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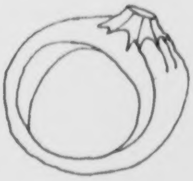
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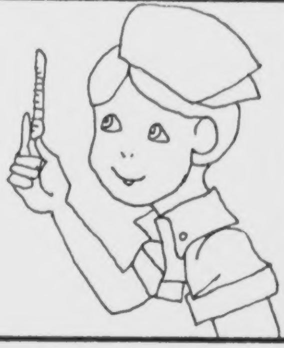

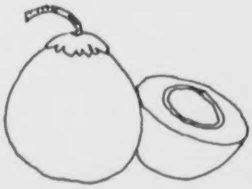
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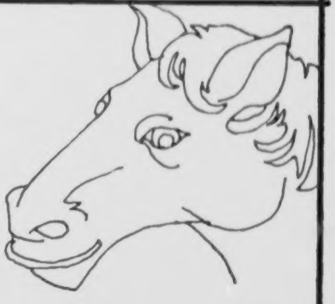
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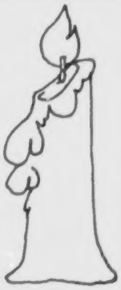

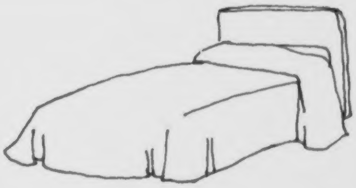
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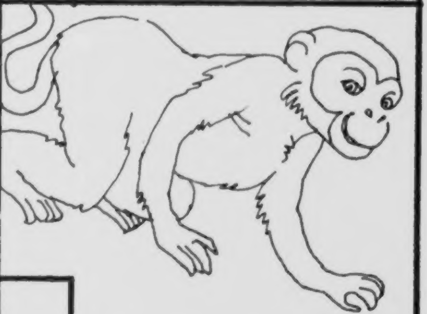
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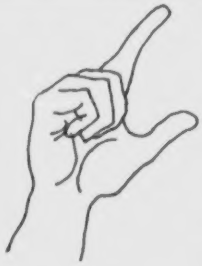

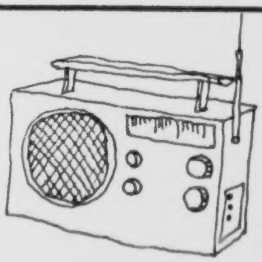
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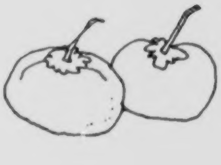
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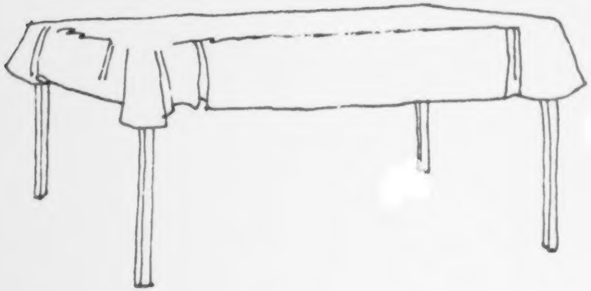
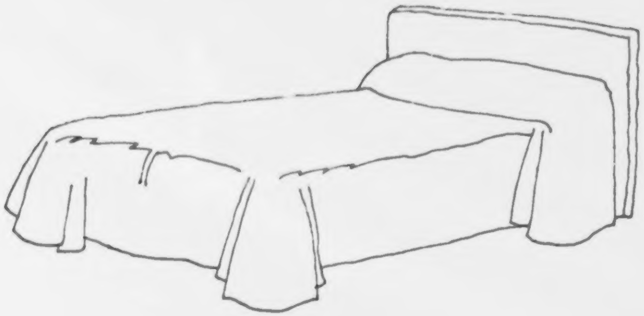
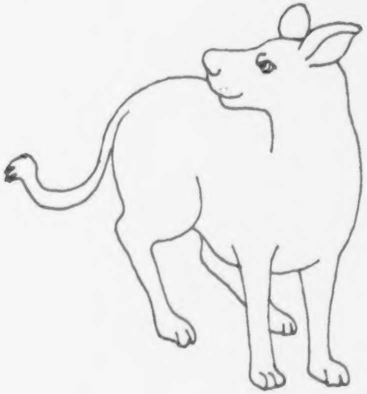




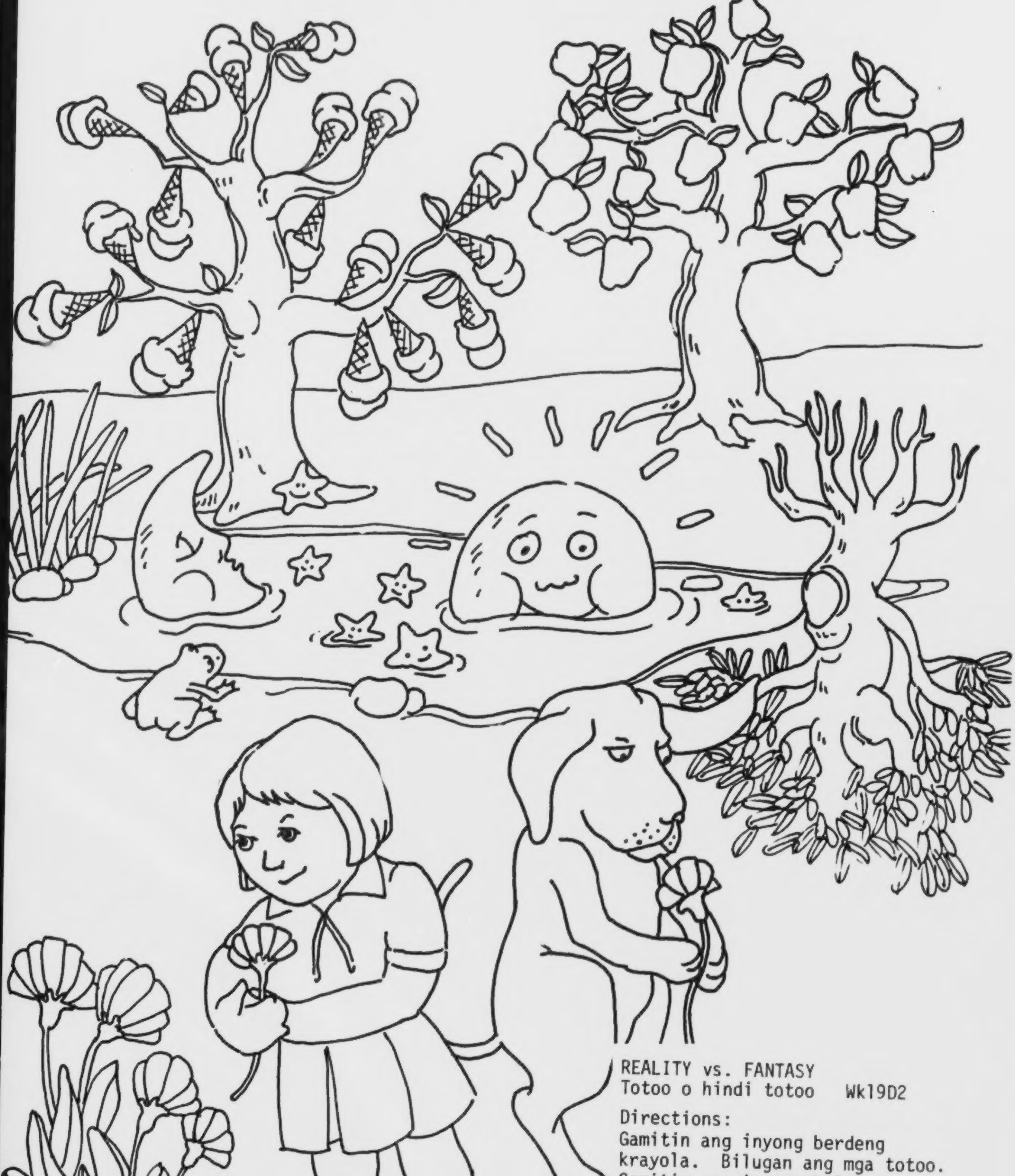


READIND WORKSHEET F Wk18D5

ang mesa ni nina

ang aso ni rosa

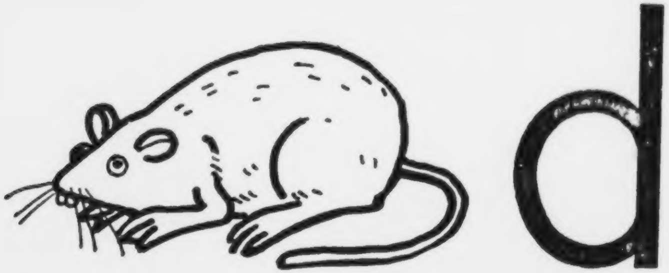
ang kama ni kim



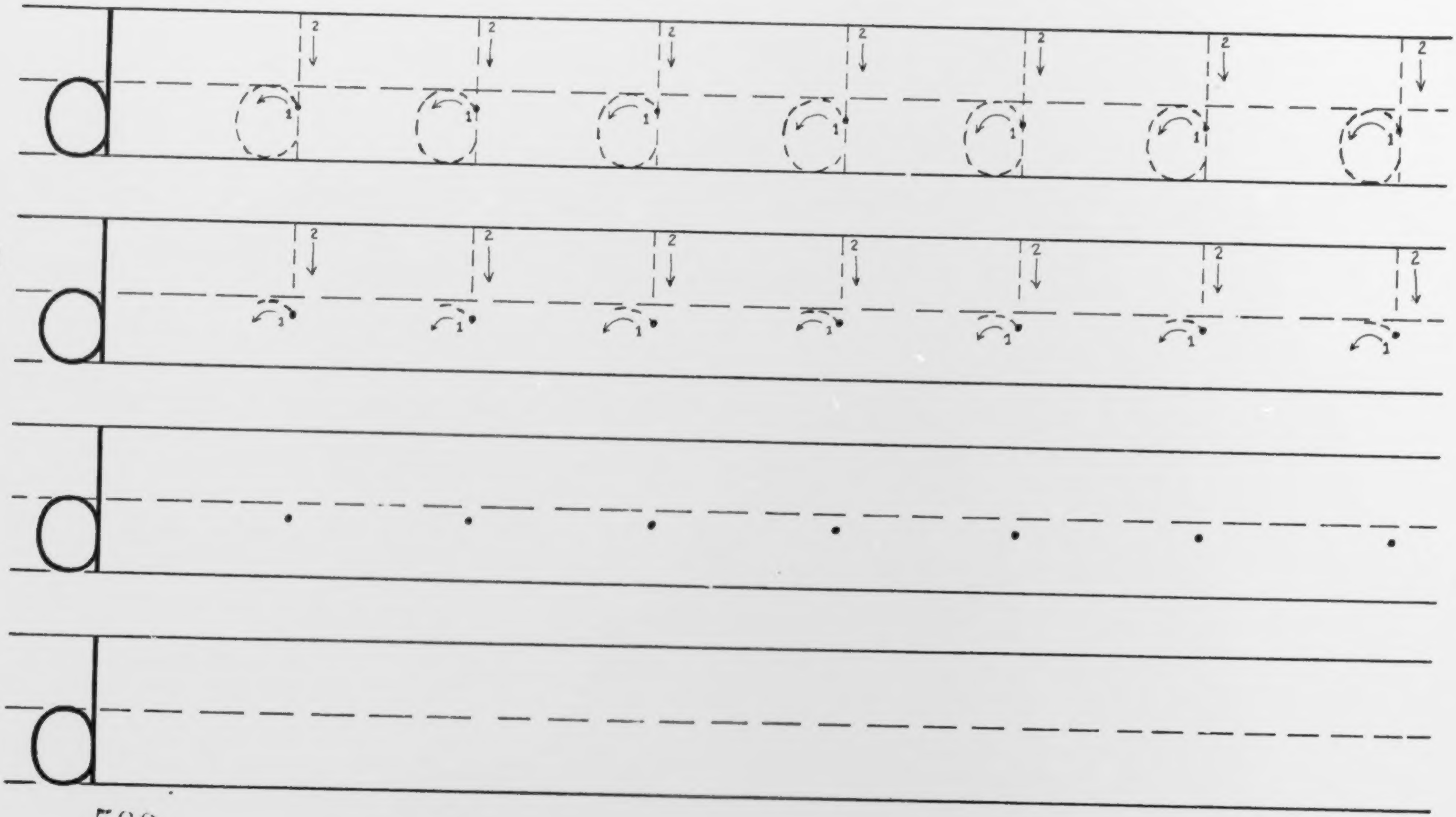
REALITY vs. FANTASY
Totoo o hindi totoo   Wk19D2

Directions:
Gamitin ang inyong berdeng krayola. Bilugan ang mga totoo. Gamitin ang inyong kulay tsokolateng krayola. Lagyan ng X ang mga hindi totoo.

589

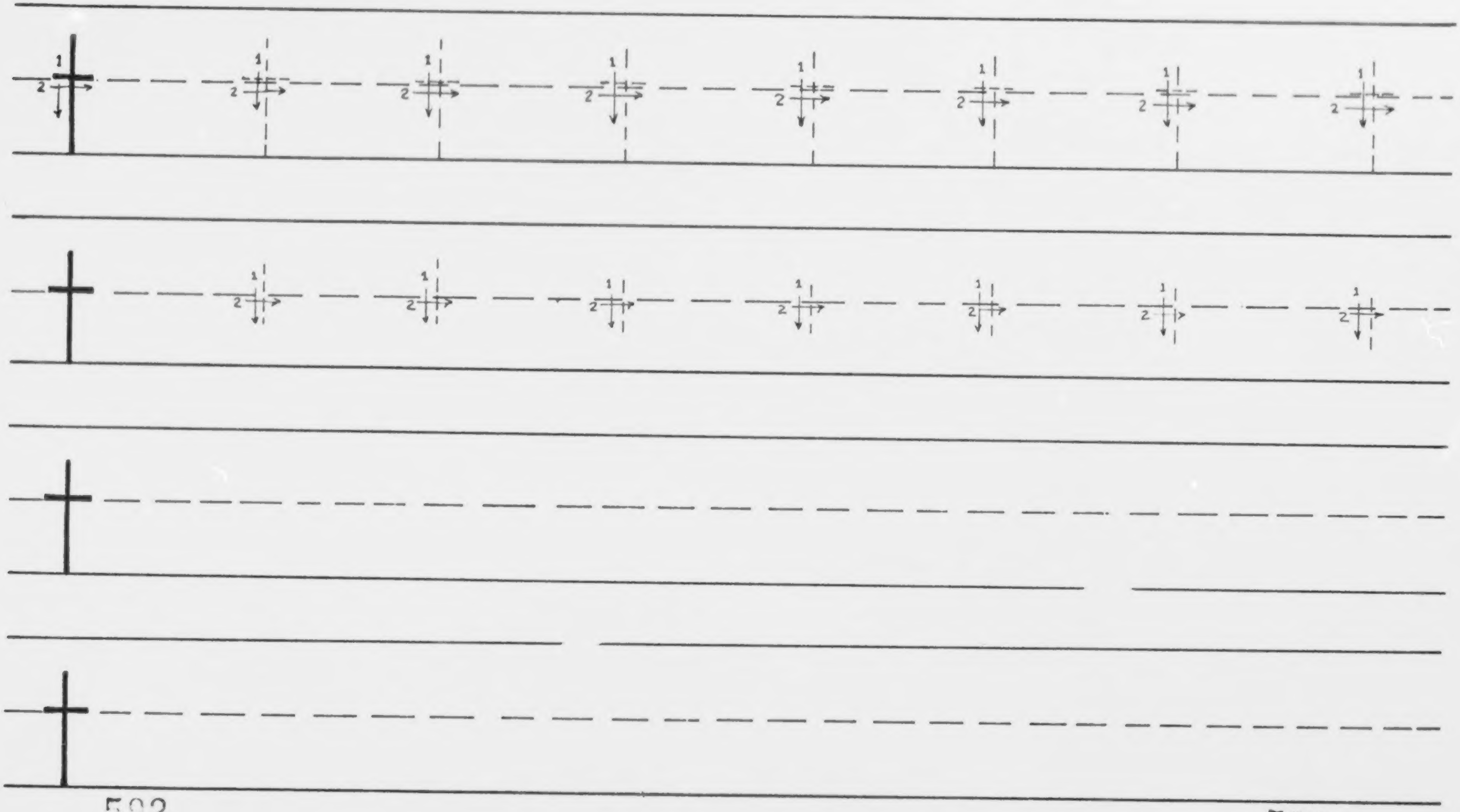


WRITING WORKSHEET: d Wk19D2



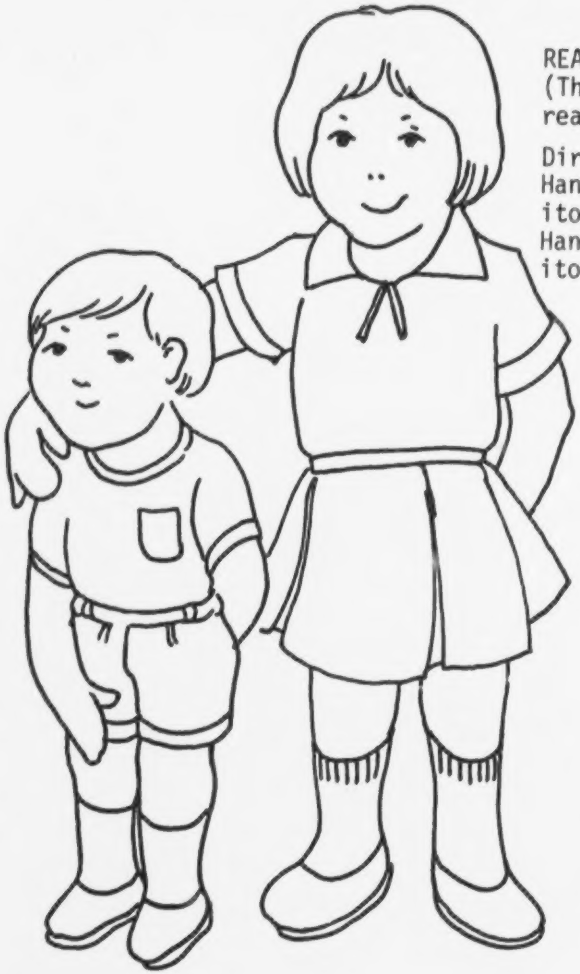
WRITING WORKSHEET: t Wk19D3

t



READING WORKSHEET G Wk19D4
(The children do this task after reading the story:)

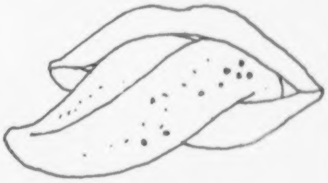
Directions:
Hanapin ang pangalan ni Tito. Bilugan ito. Bilugan din ang larawan ni Tito. Hanapin ang pangalan ni Nina. Ikahon ito. Ikahon din ang larawan ni Nina.



eto si tito at si nina

WRITING d OR t
Pagsusulat ng d o t   Wk19D4

Directions:
Sabihin ang pangalan ng larawan. Kung ang salita ay nagsisimula sa d, isulat ang d sa kahon. Kung nagsisimula sa t, isulat ang t sa kahon.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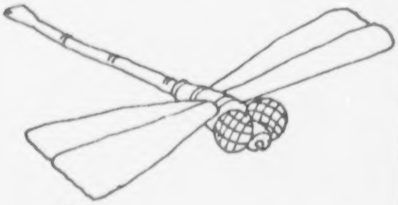
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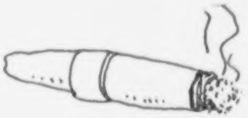
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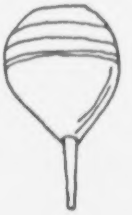
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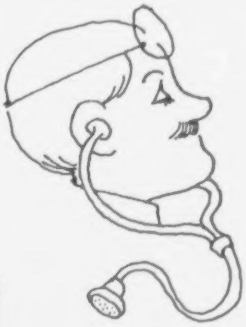
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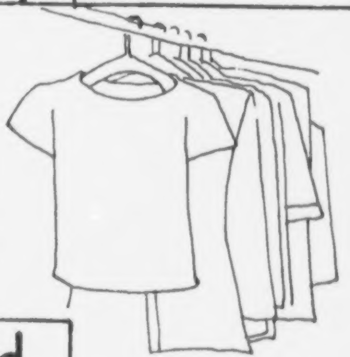
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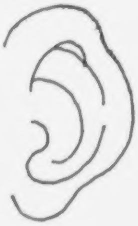
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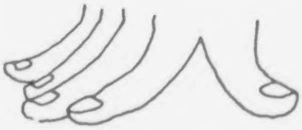
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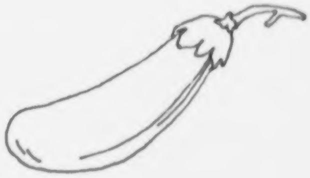
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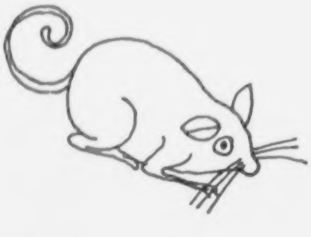
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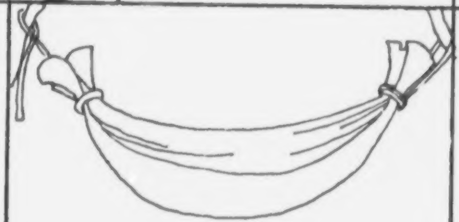
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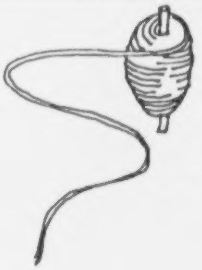
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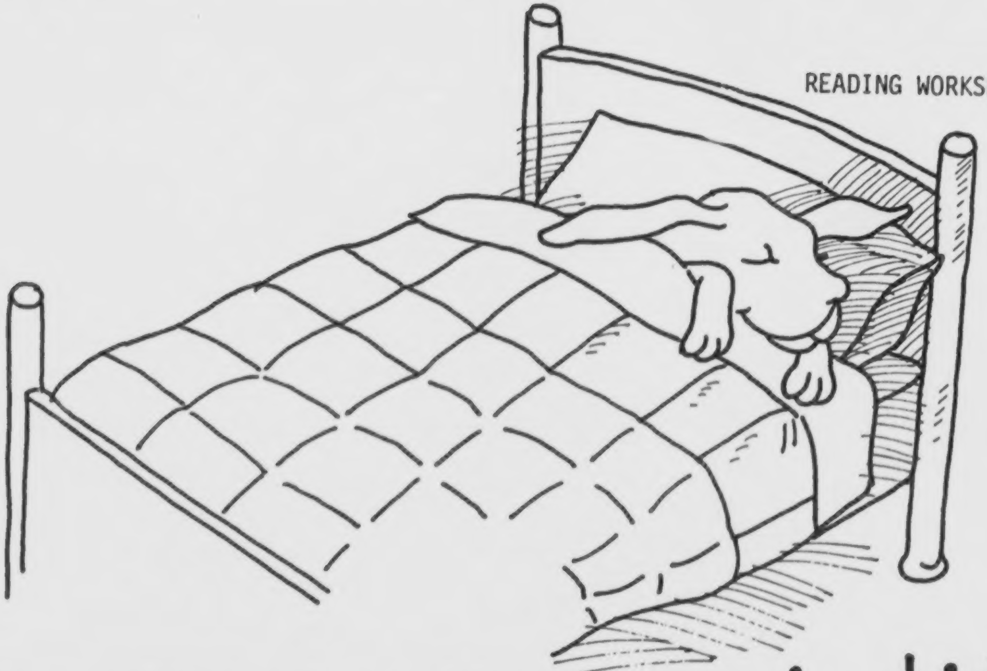


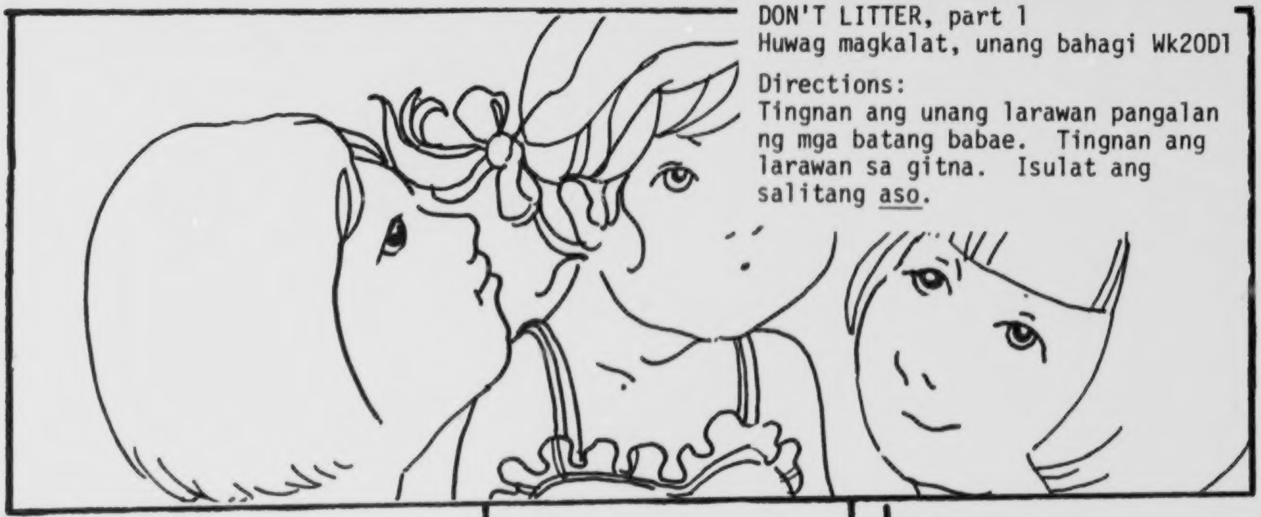
eto ang aso ni tito

at ni nina

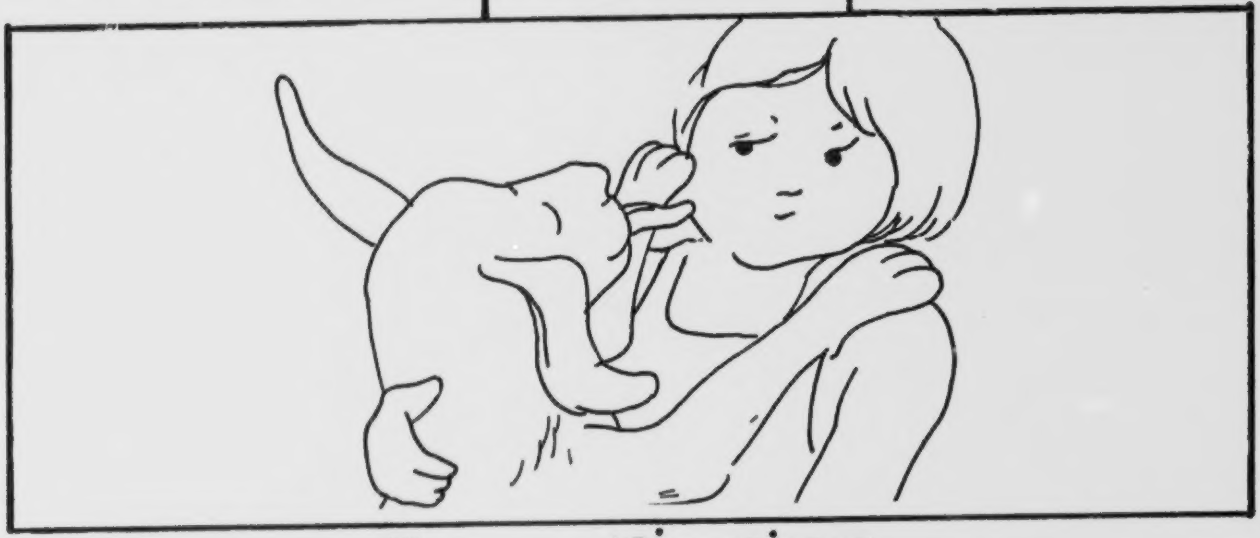
dito sa kama ni kim

DON'T LITTER, part 1
Huwag magkalat, unang bahagi Wk20D1

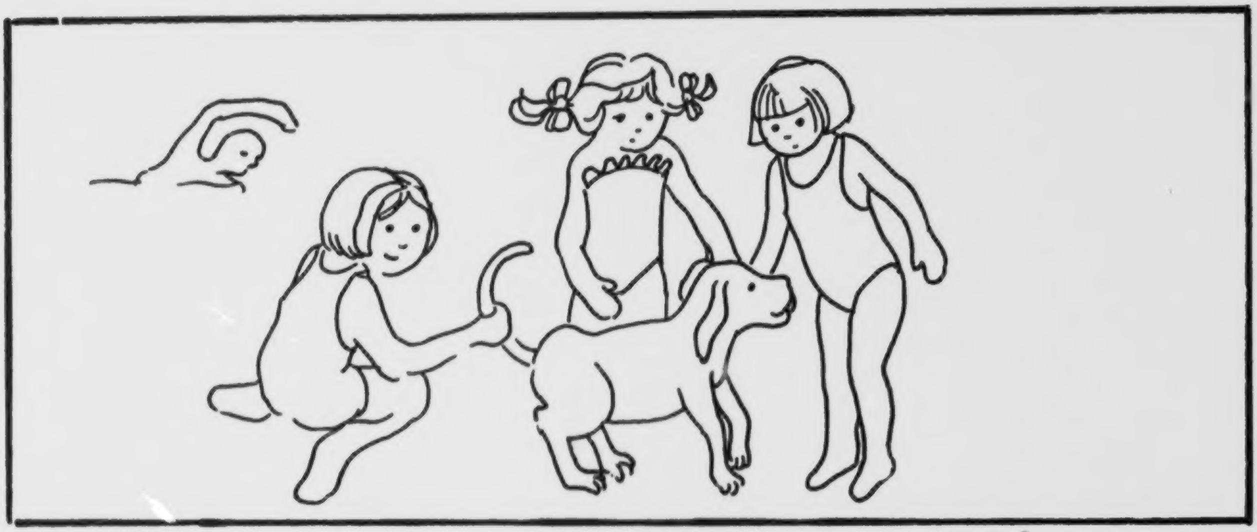
Directions:
Tingnan ang unang larawan pangalan ng mga batang babae. Tingnan ang larawan sa gitna. Isulat ang salitang aso.



n_ _ _ r_ _ _ k_ _

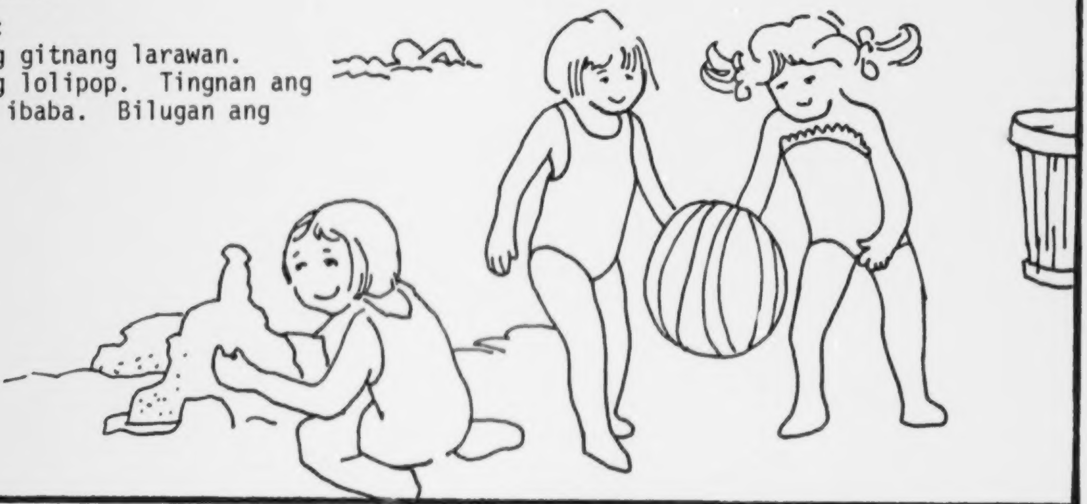


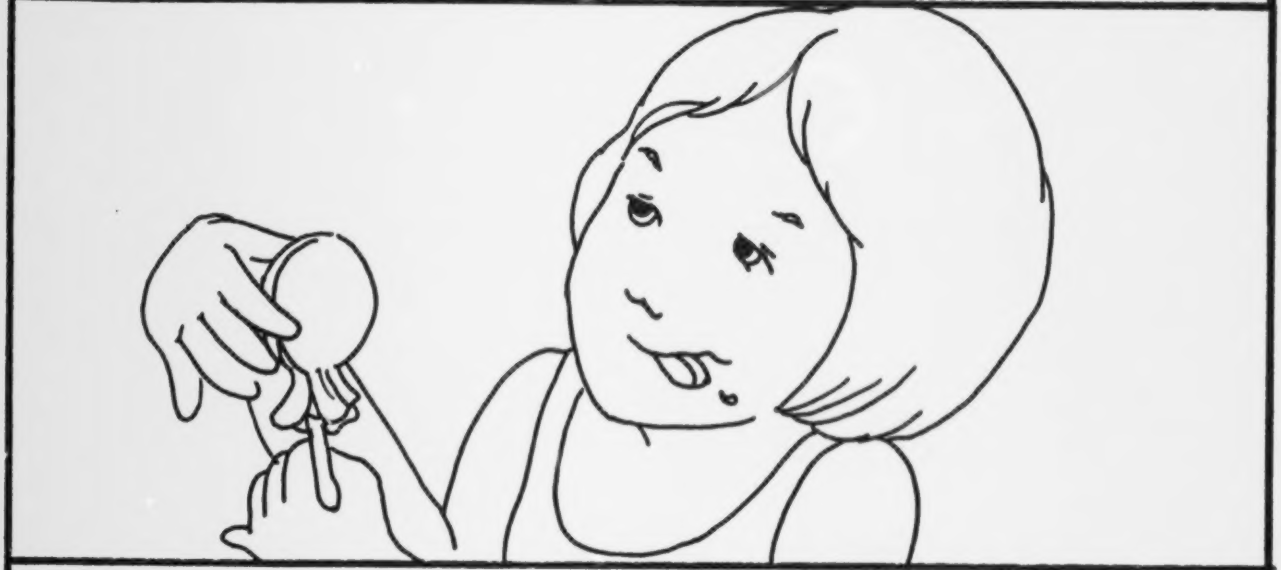
a_ _ ni nina

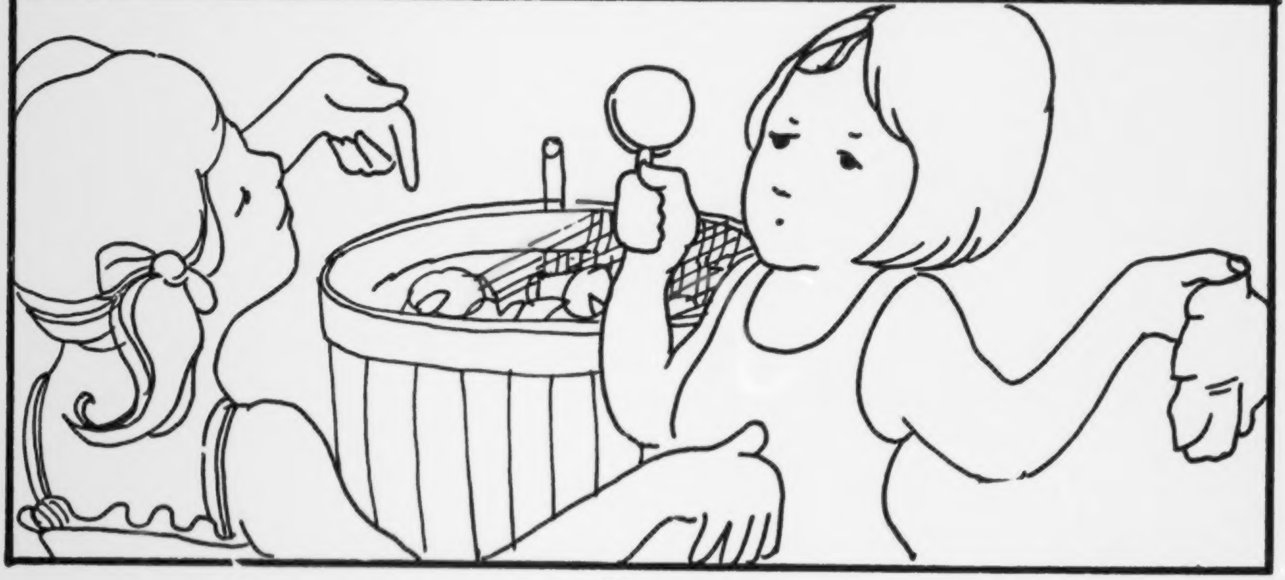


DON'T LITTER, part 2
Huwag magkalat, ikalawang bahagi   Wk20D2

Directions:
Tingnan ang gitnang larawan. Bilugan ang lolipop. Tingnan ang larawan sa ibaba. Bilugan ang basurahan.

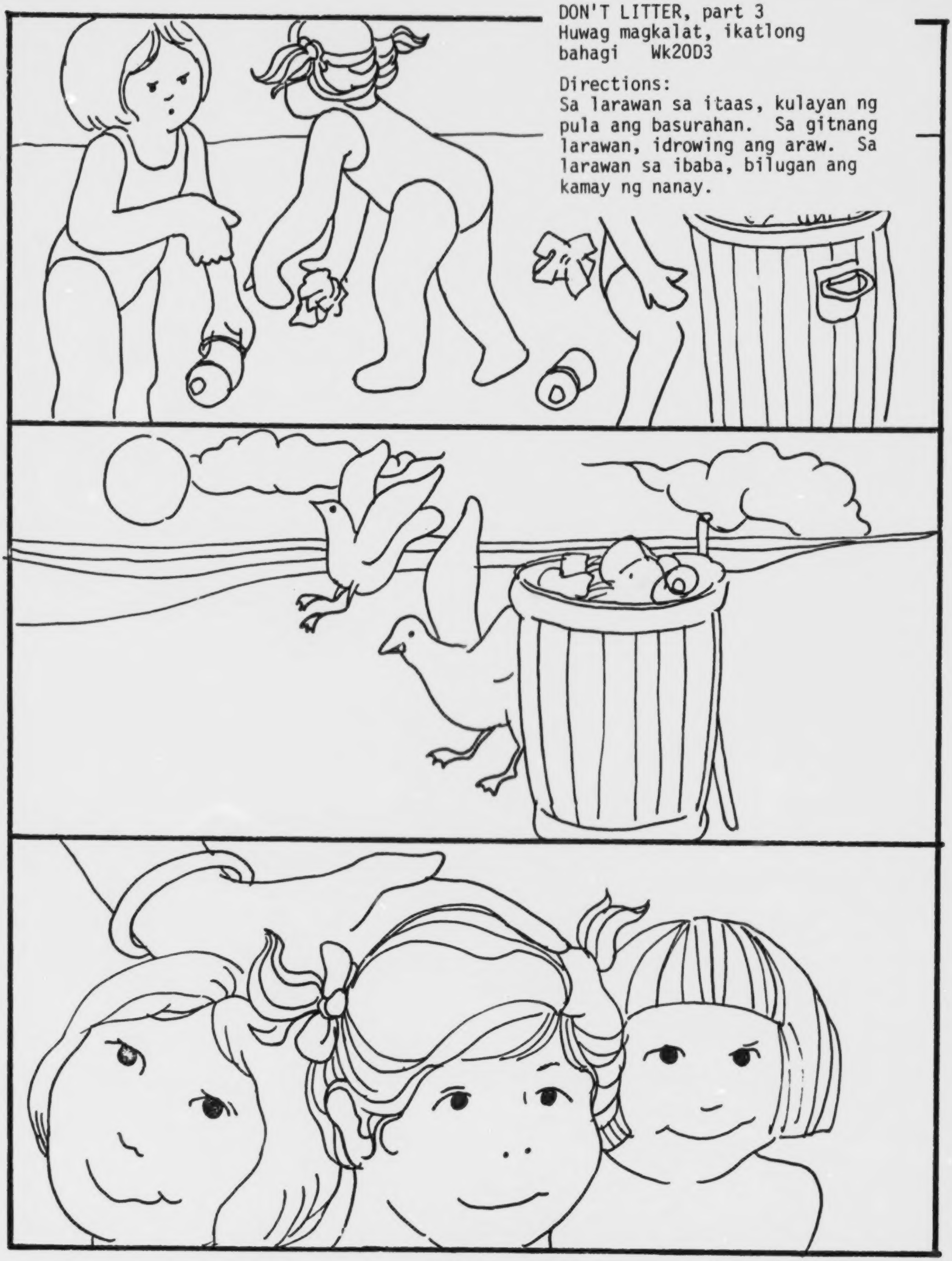






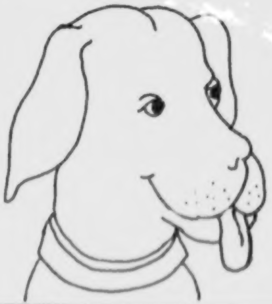
DON'T LITTER, part 3
Huwag magkalat, ikatlong bahagi Wk20D3

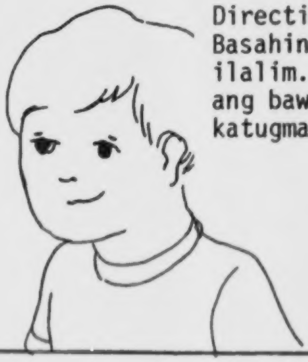
Directions:
Sa larawan sa itaas, kulayan ng pula ang basurahan. Sa gitnang larawan, idrowing ang araw. Sa larawan sa ibaba, bilugan ang kamay ng nanay.

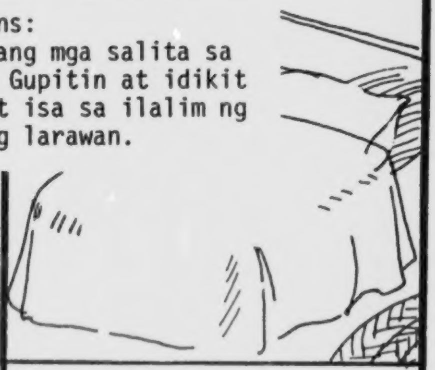


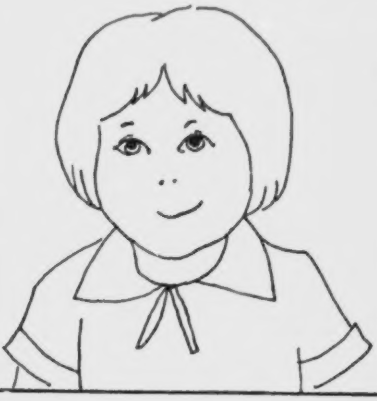
MATCHING WORDS AND PICTURES
Pagtugmain ang mga salita at larawan   Wk20D4

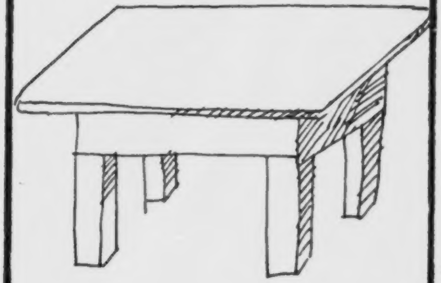
Directions:
Basahin ang mga salita sa ilalim. Gupitin at idikit ang bawat isa sa ilalim ng katugmang larawan.

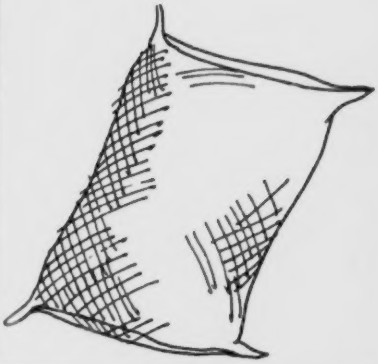








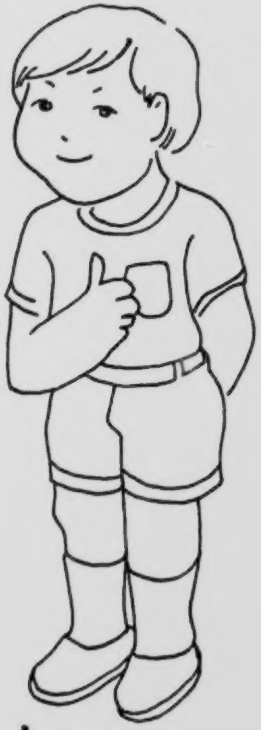




kama
nina
tito
aso
sako
mesa

READING WORKSHEET I   Wk20D5

(The children write their own names on the blank below.)



si tito ako

sino ka

si ____________ ako

Sining ng Wika Pangkindergarten

Kindergarten Language Arts

Student Workbook

ASIAN AMERICAN BILINGUAL CENTER

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Kindergarten Language Arts Student Workbook

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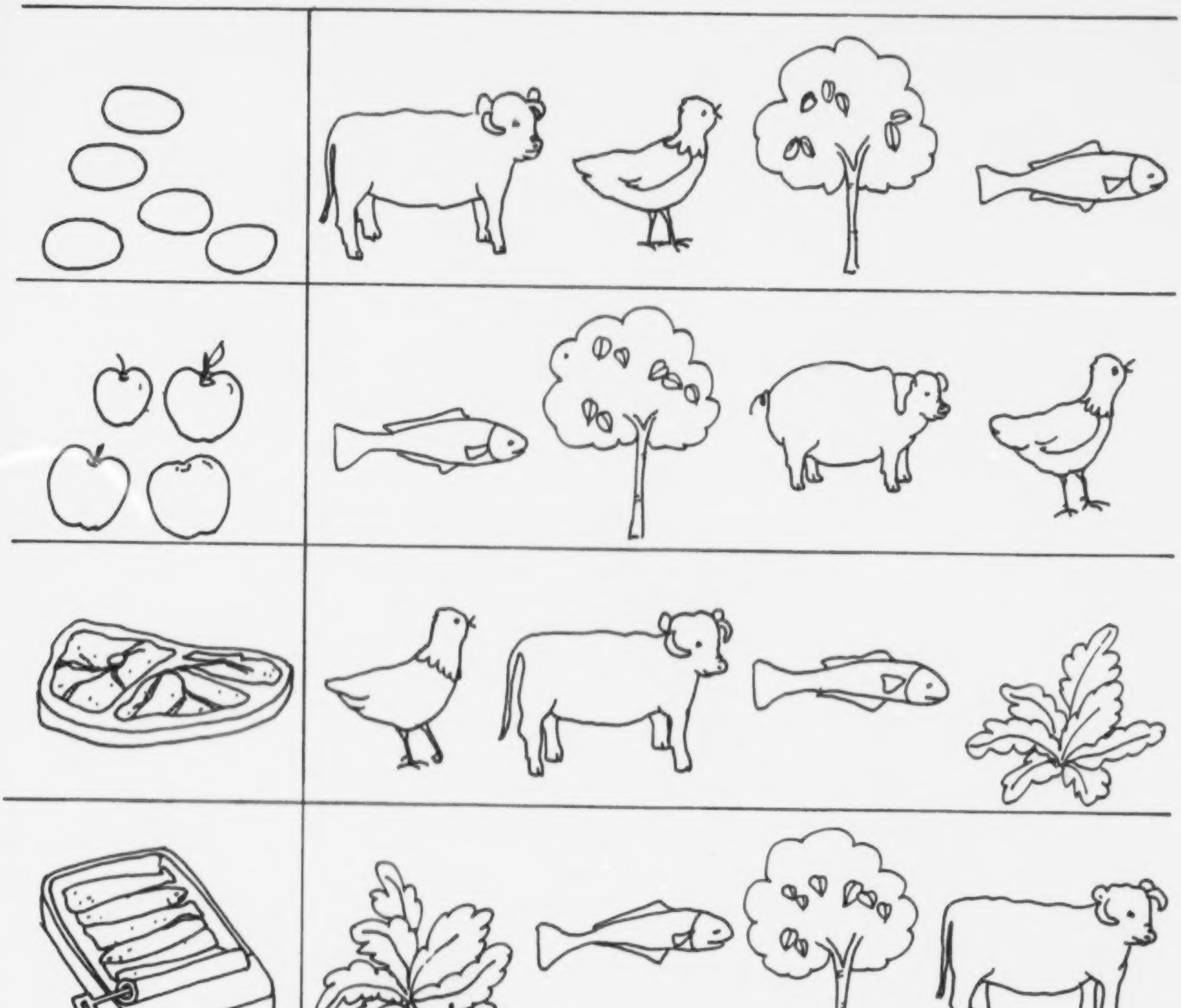

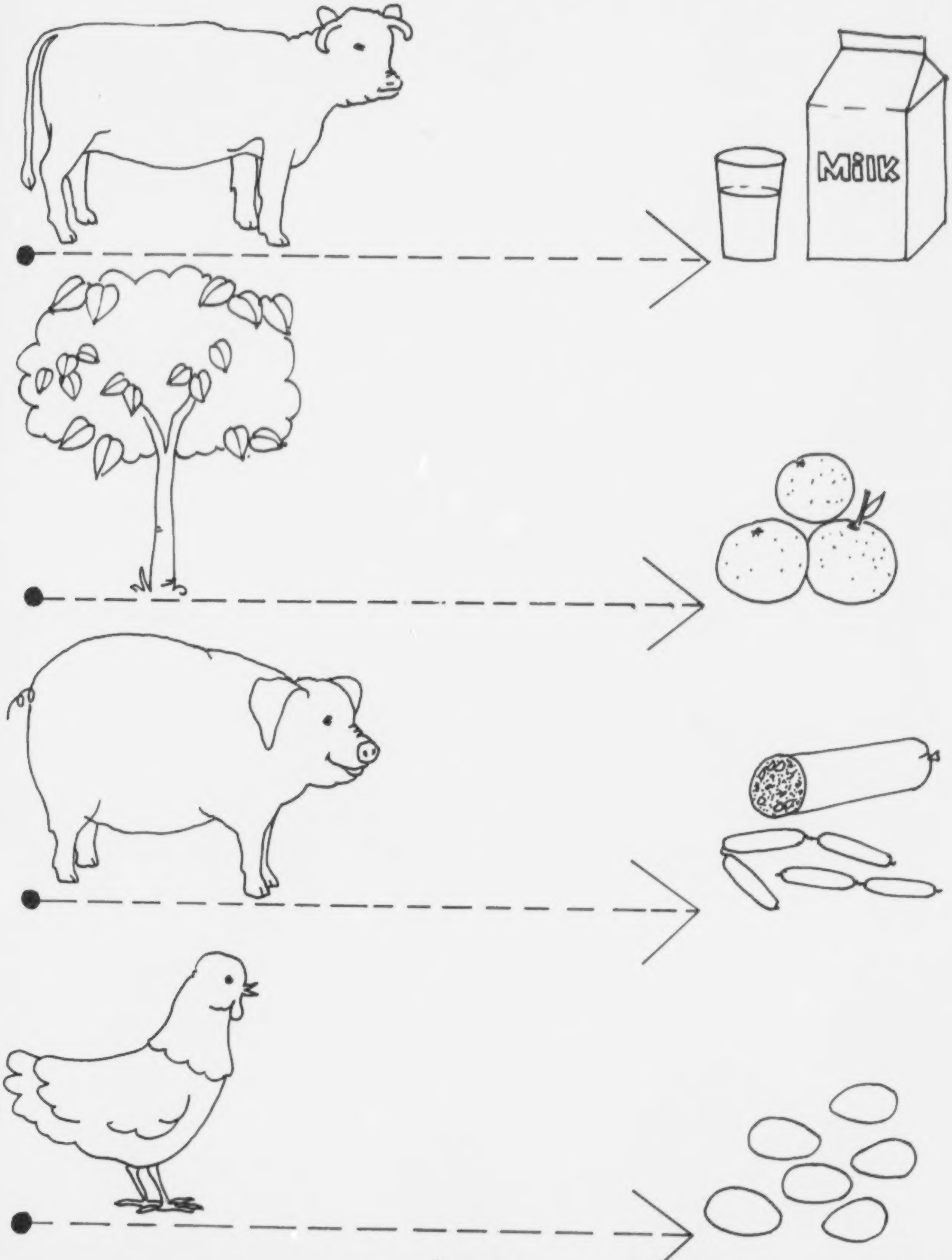
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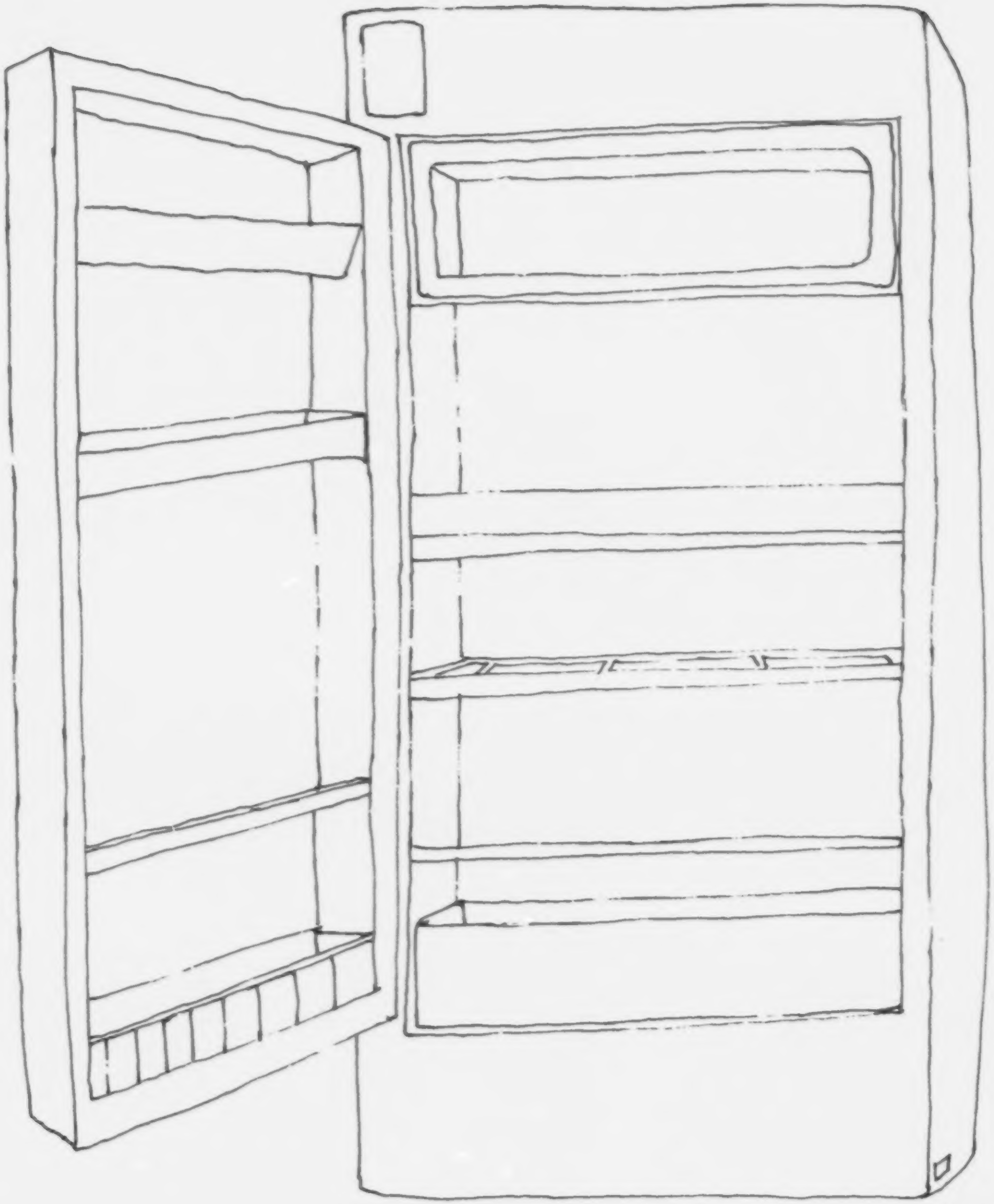

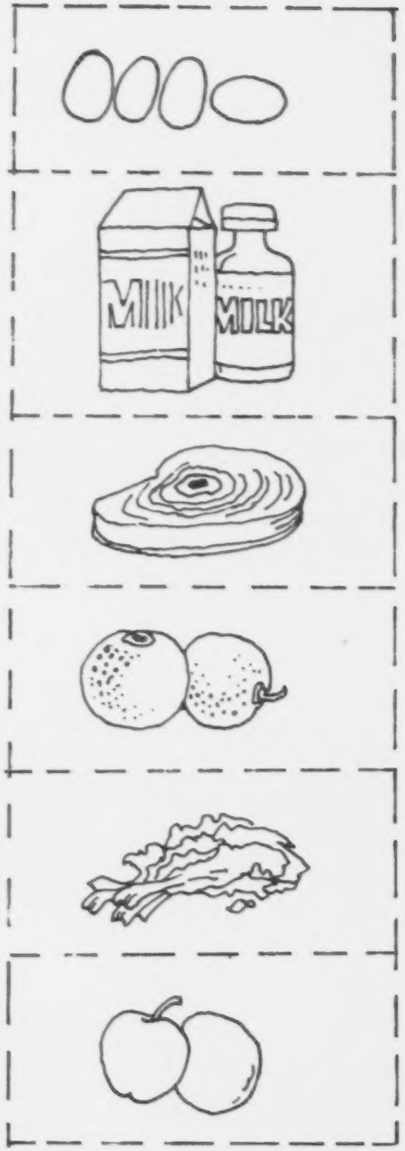
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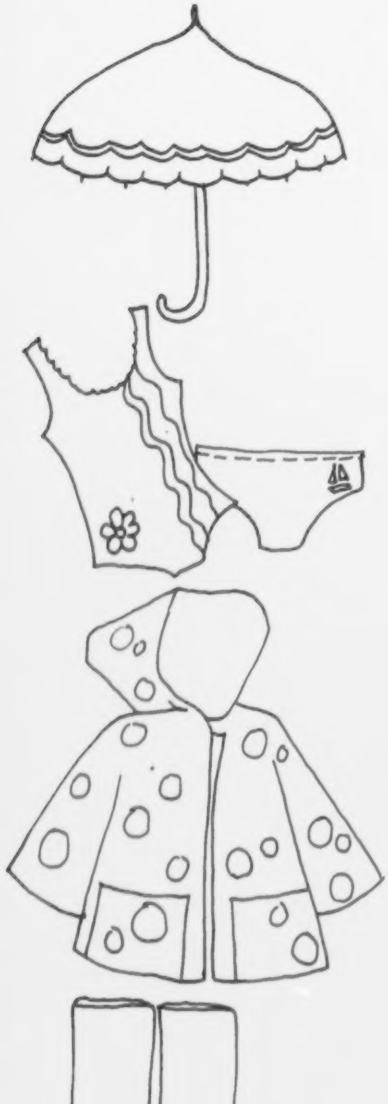
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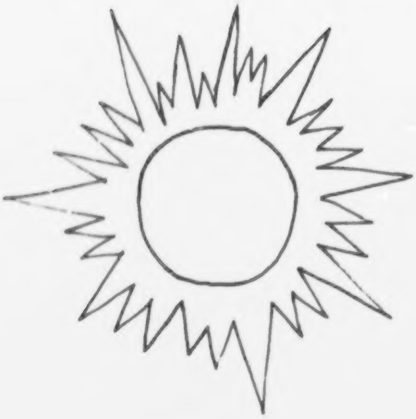

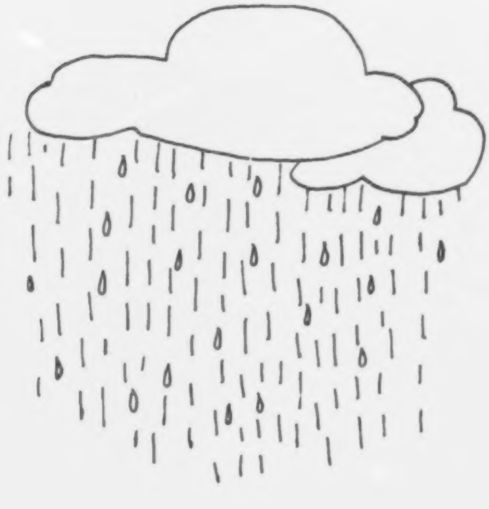

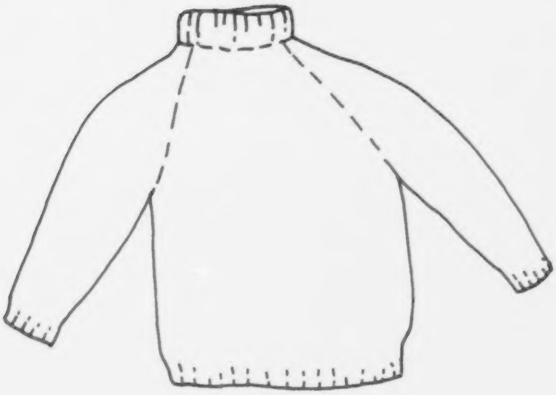

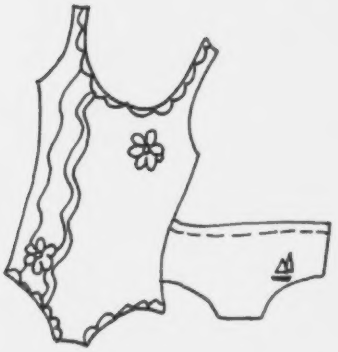

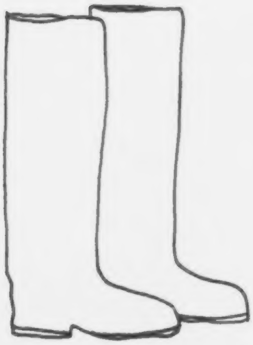

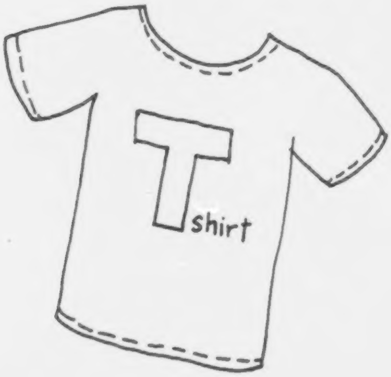
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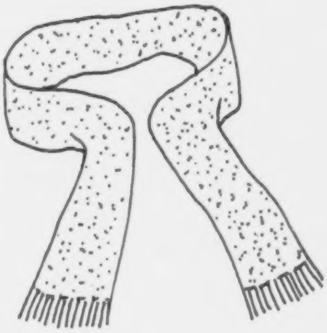

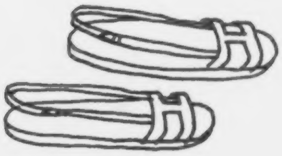

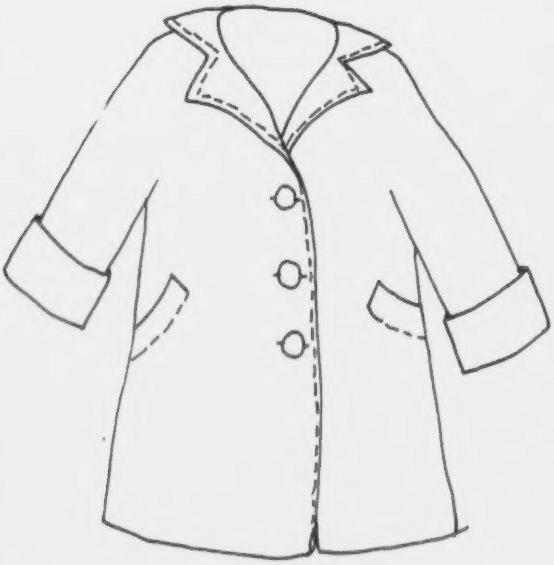

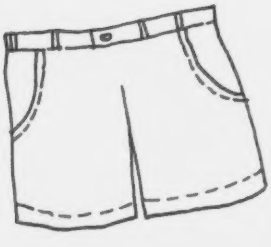

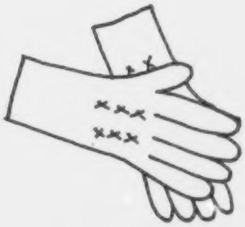

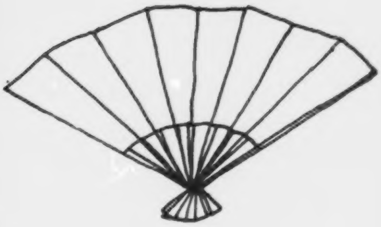

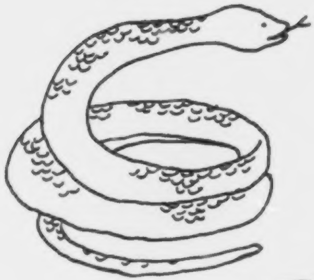

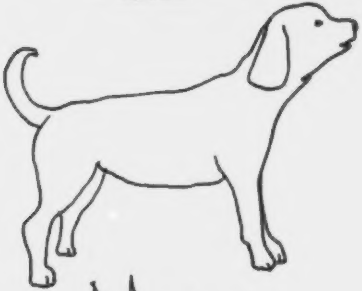

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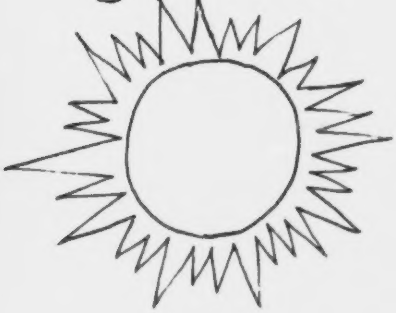

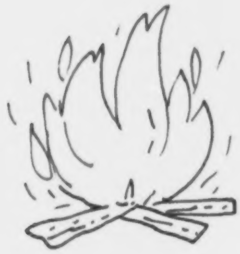

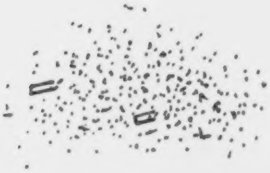

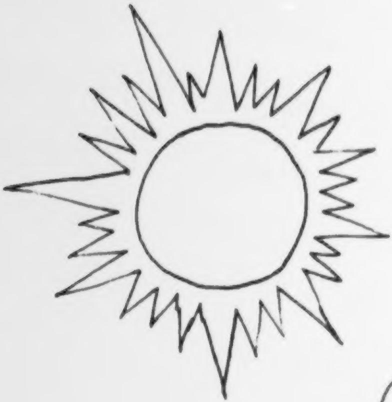

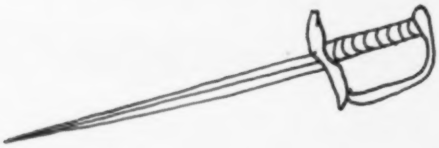

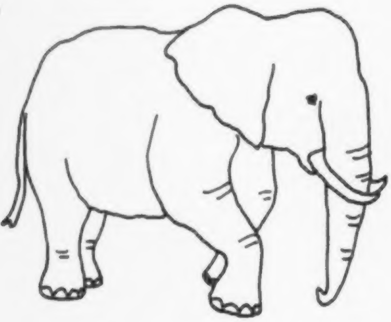

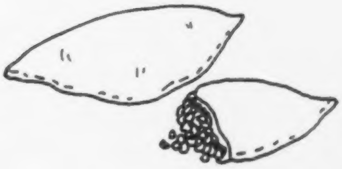

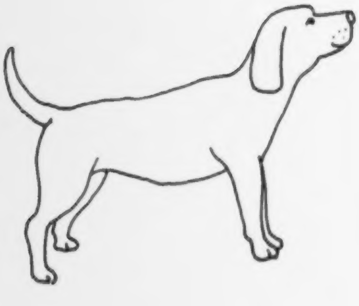

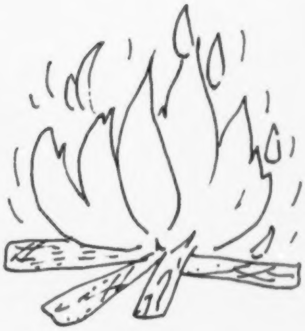

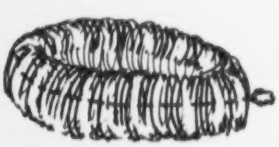

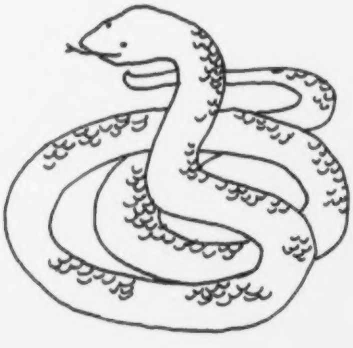

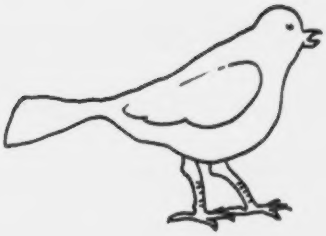

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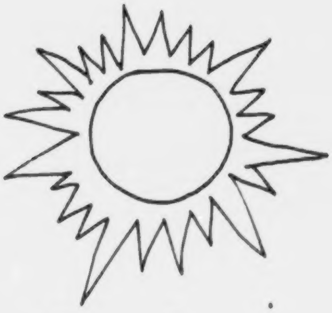

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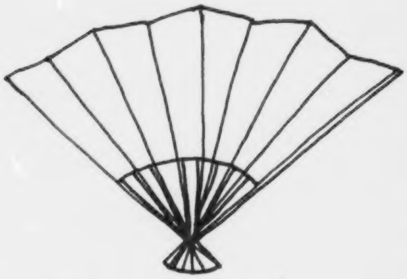

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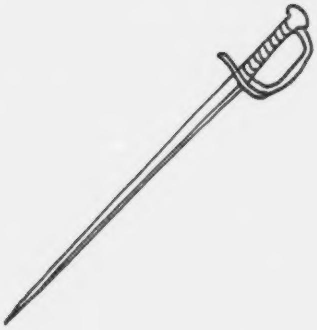

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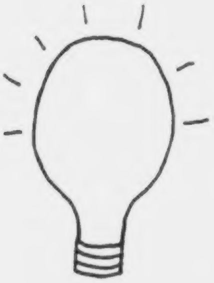

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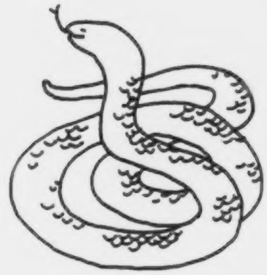

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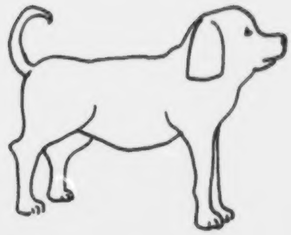

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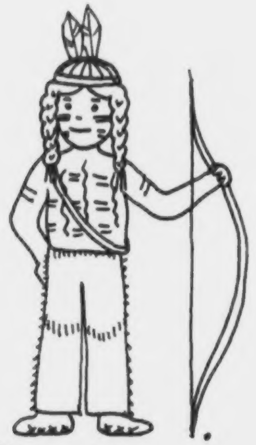

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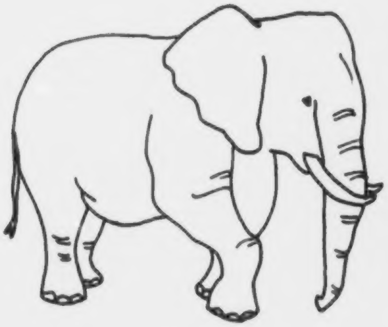

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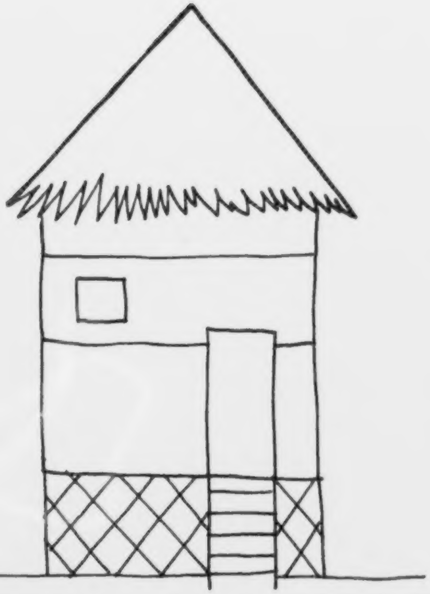

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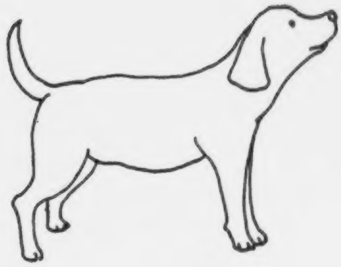

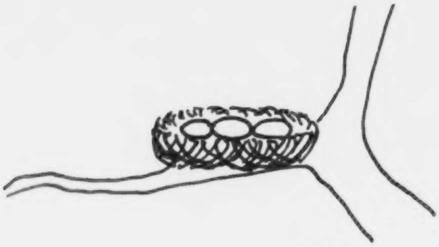

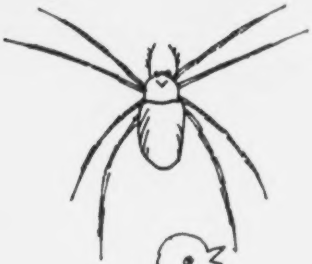

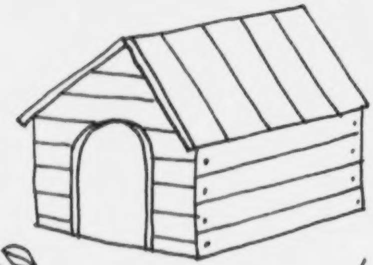

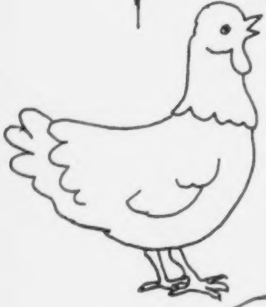

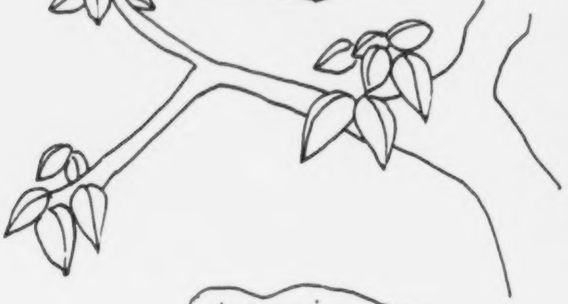

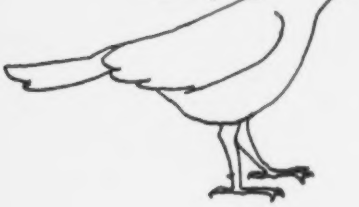

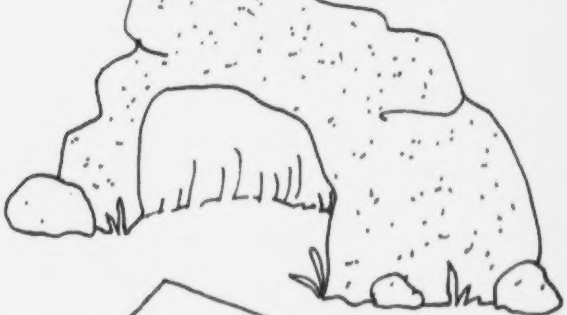

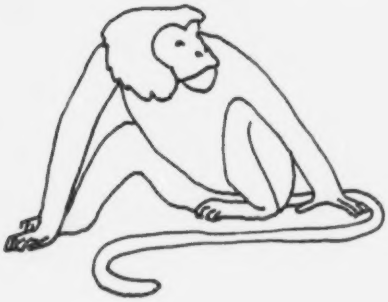

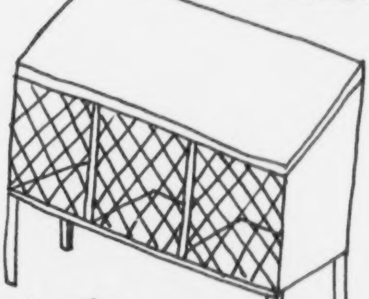

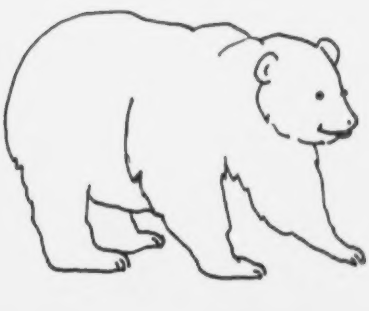

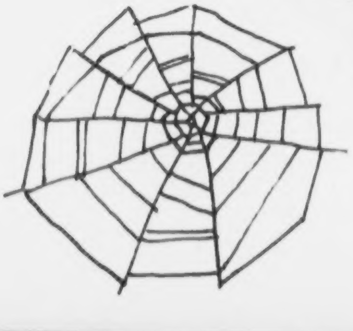

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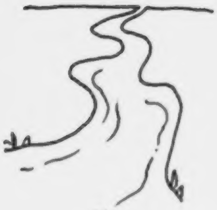
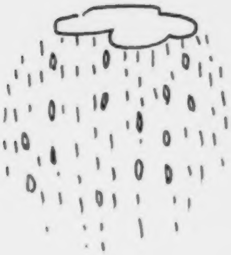
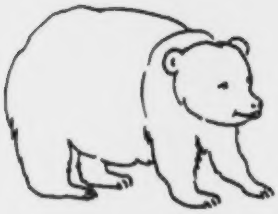
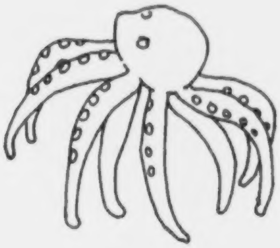
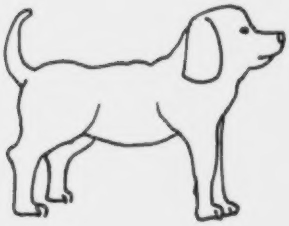
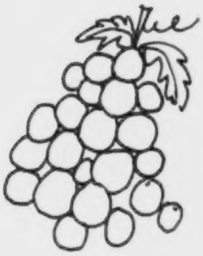
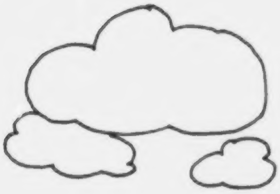
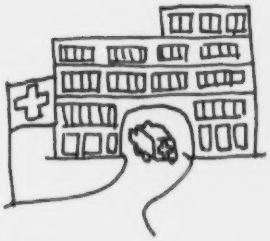
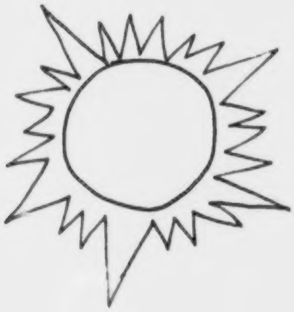
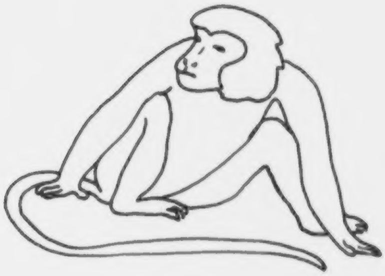
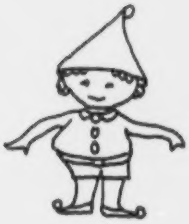
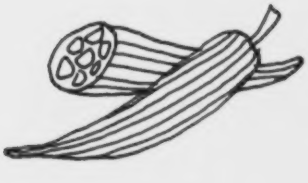
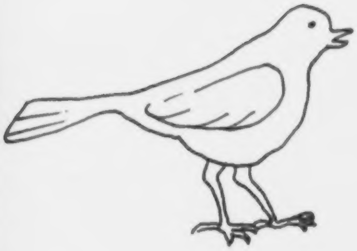
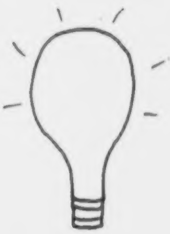
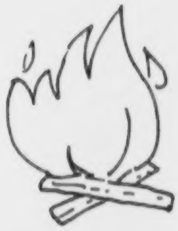

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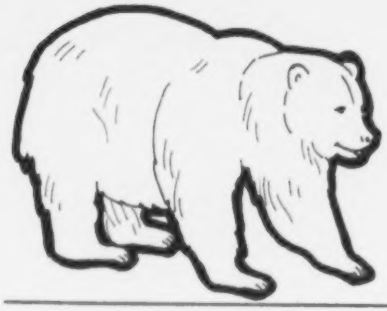

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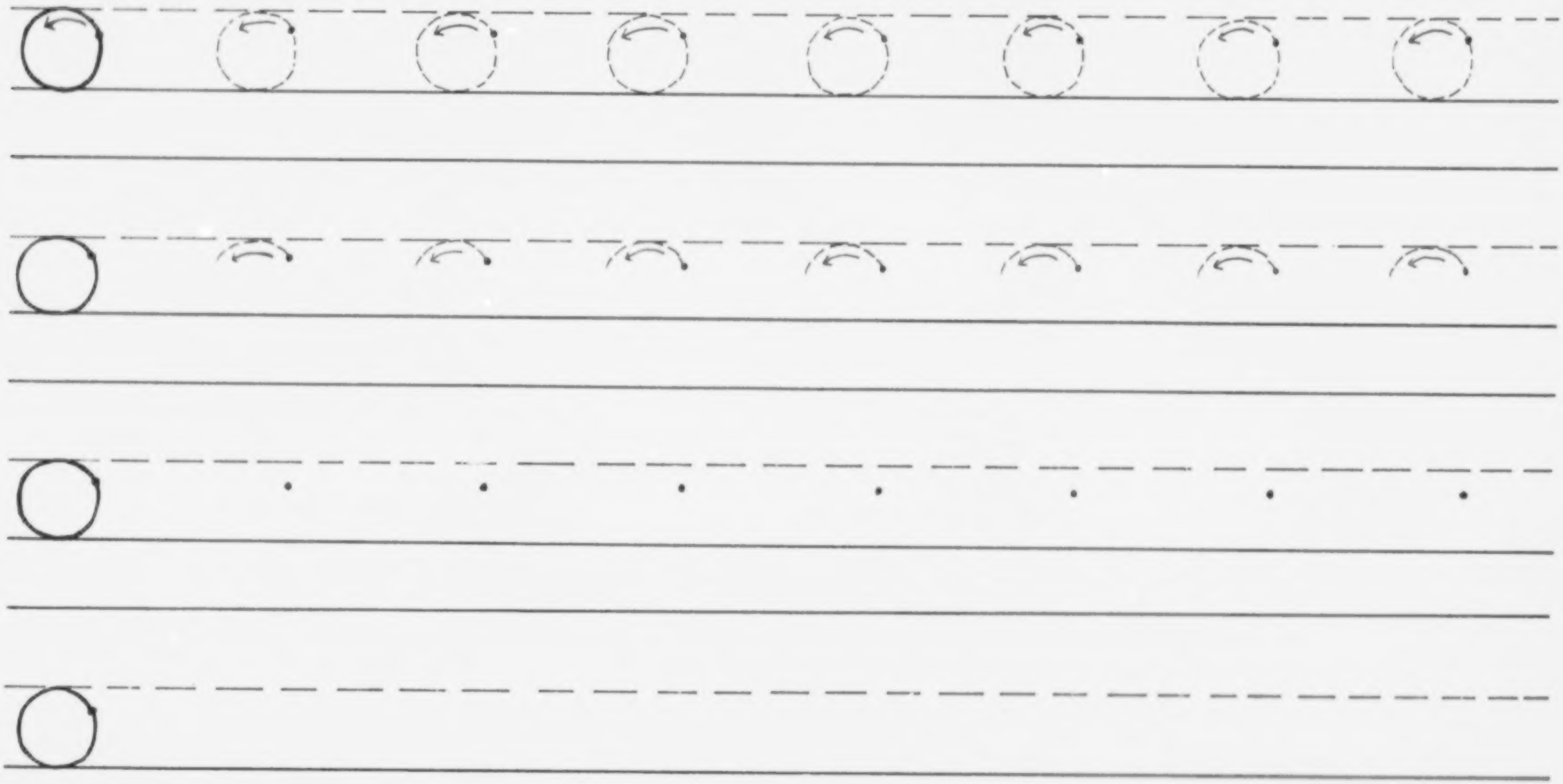

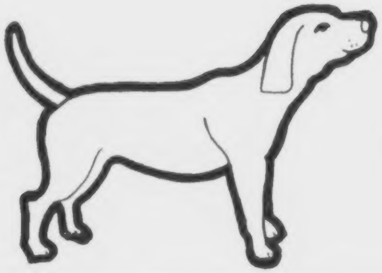

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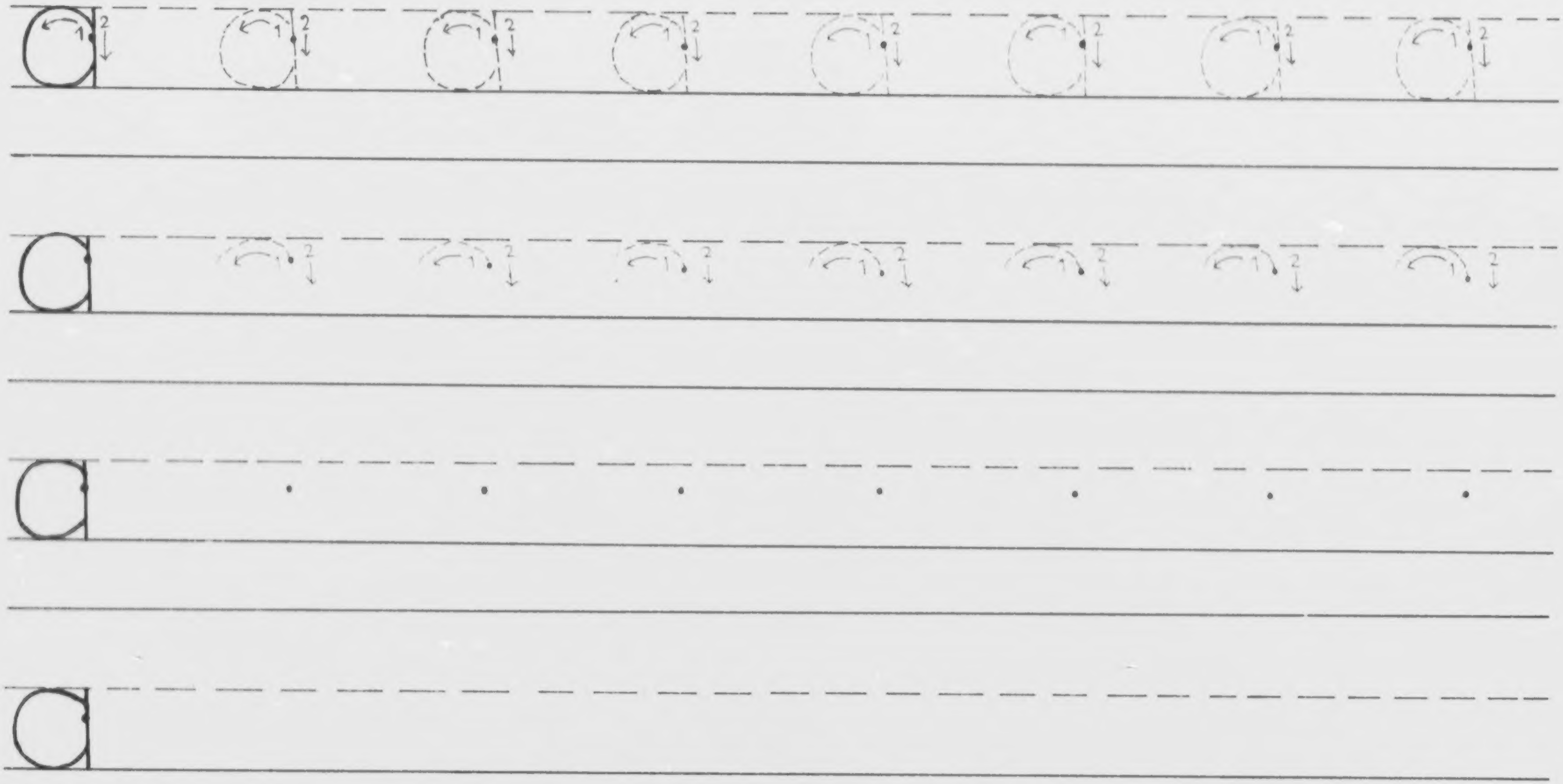

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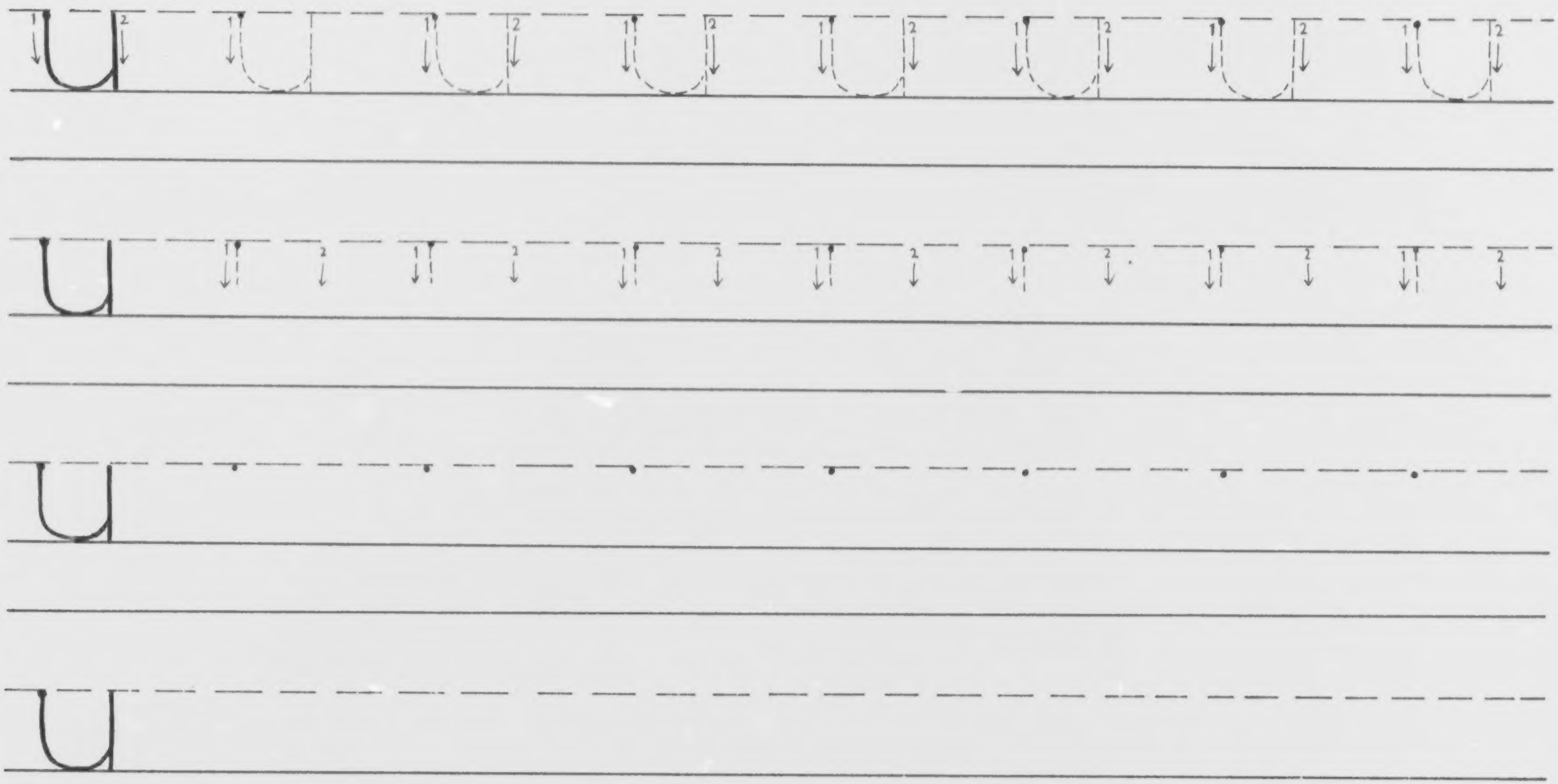

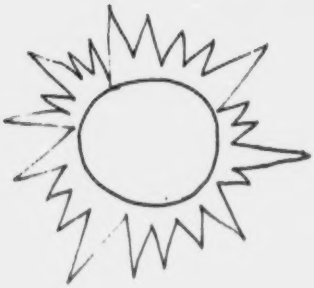

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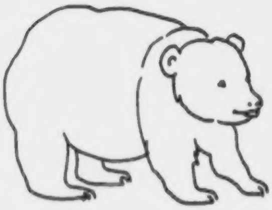

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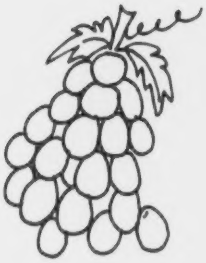

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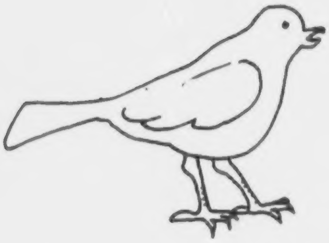

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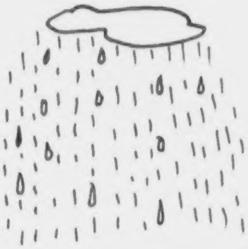

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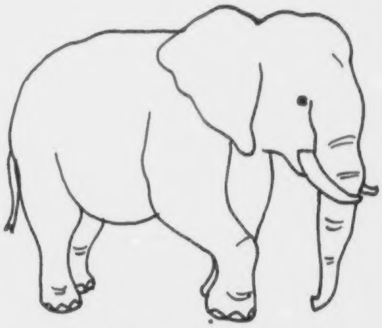

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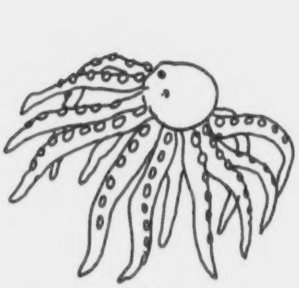

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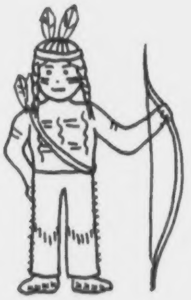

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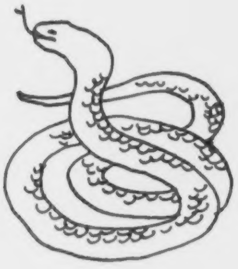

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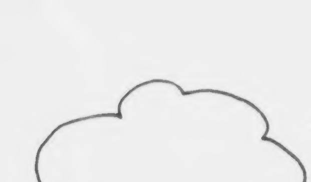

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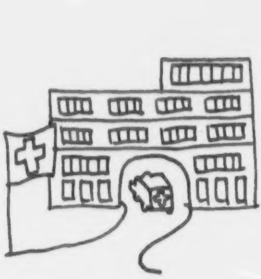

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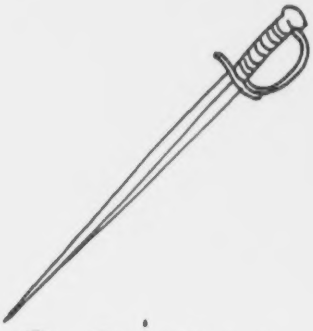

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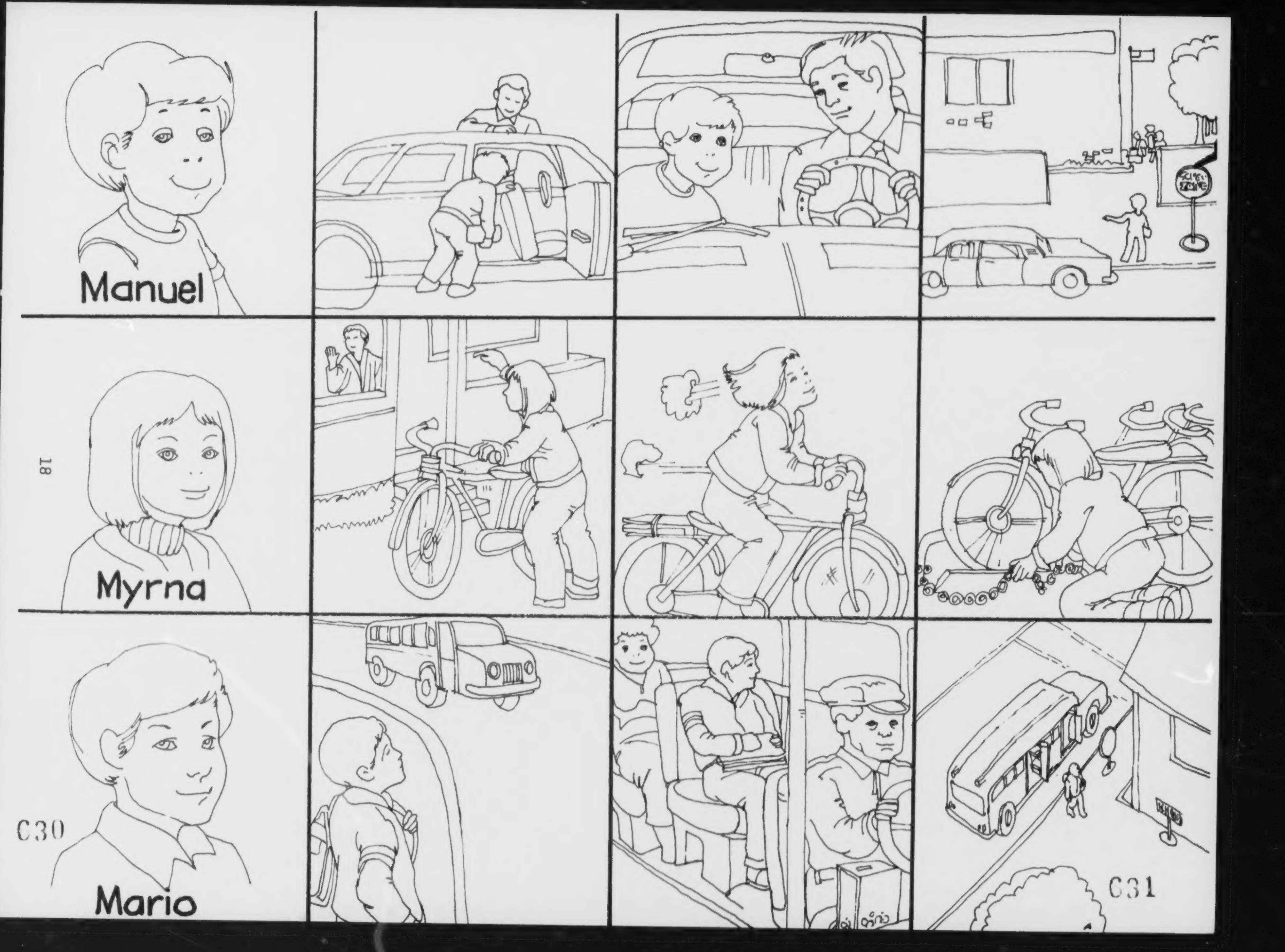
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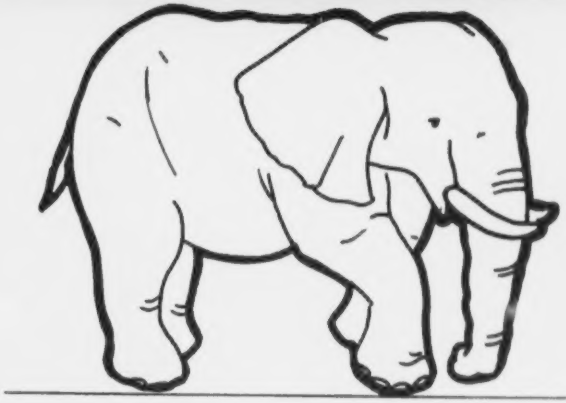
SCHOOL ZONE

C30

C31



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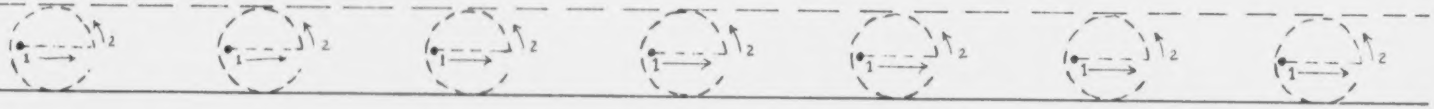

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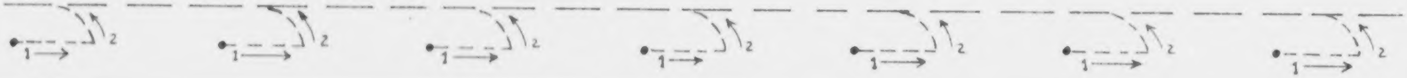

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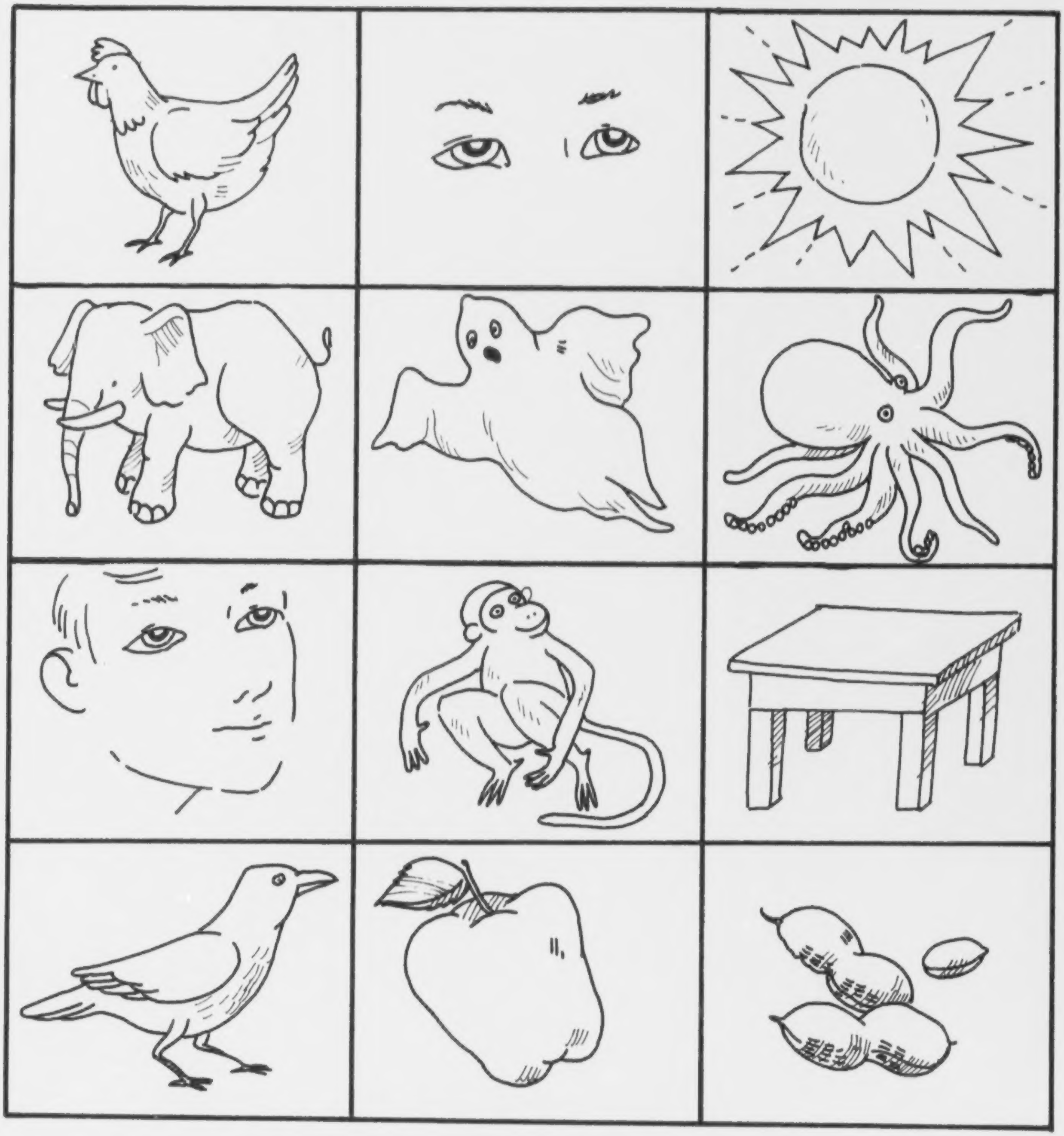

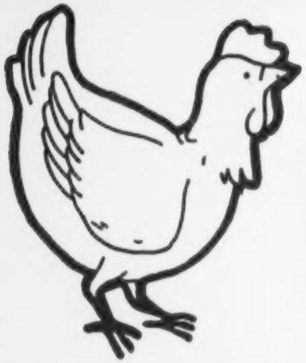

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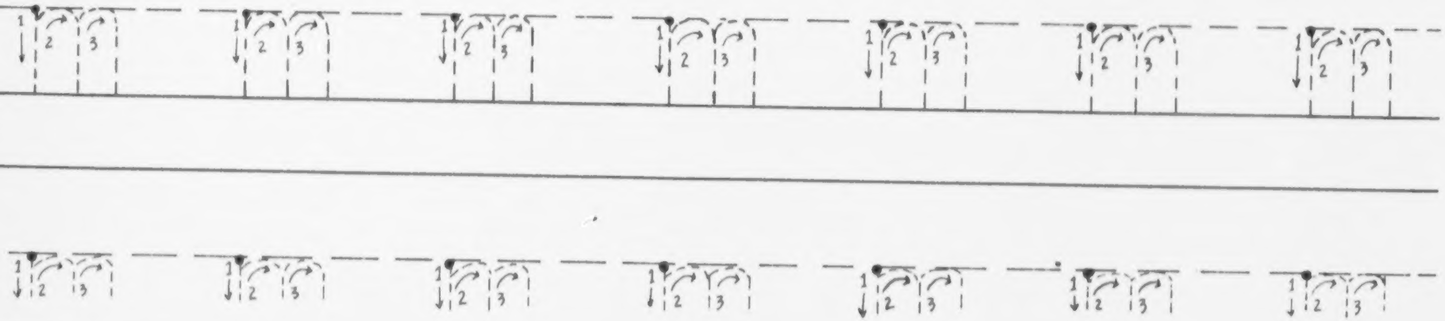

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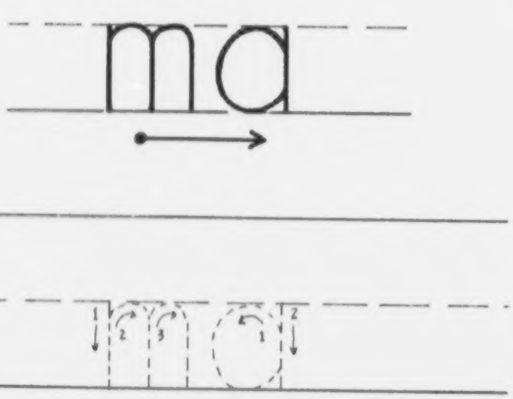
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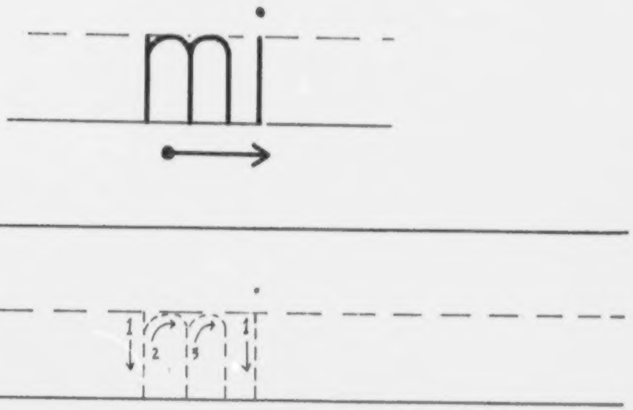
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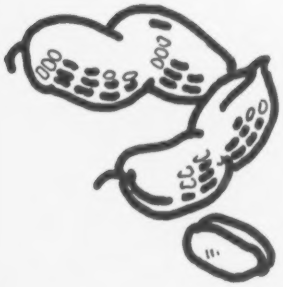

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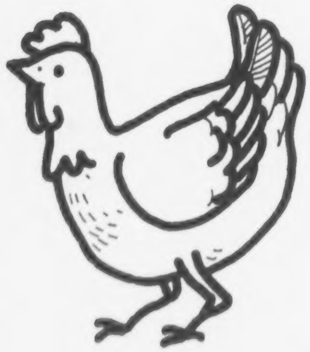

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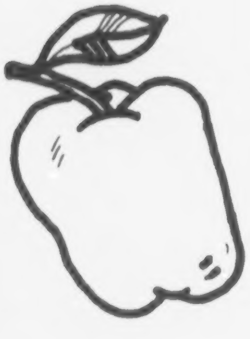

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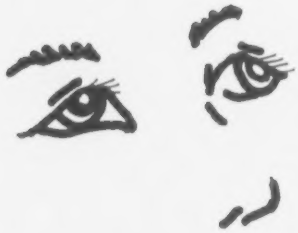

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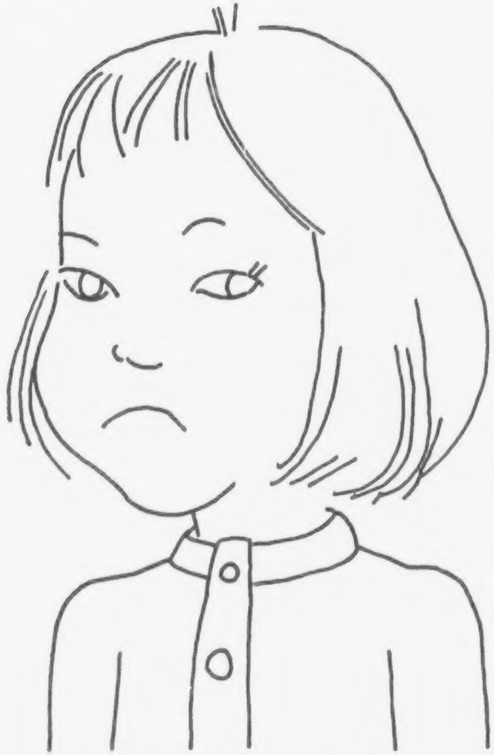

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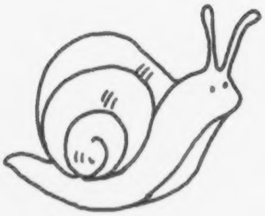
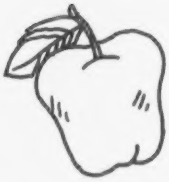
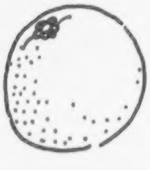
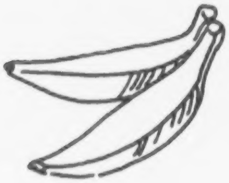
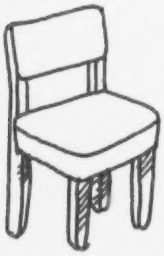
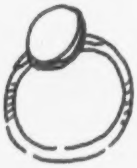
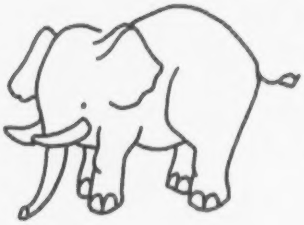
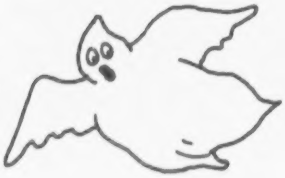
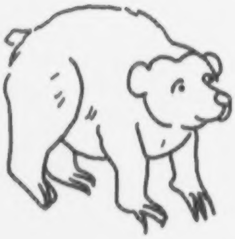
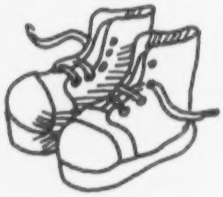
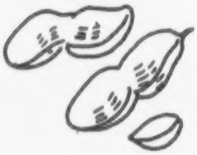
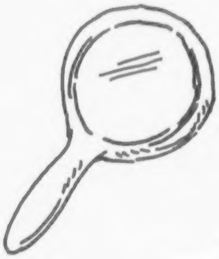
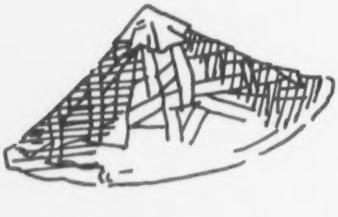
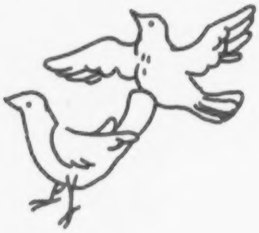
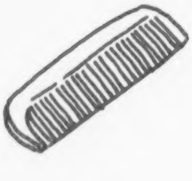

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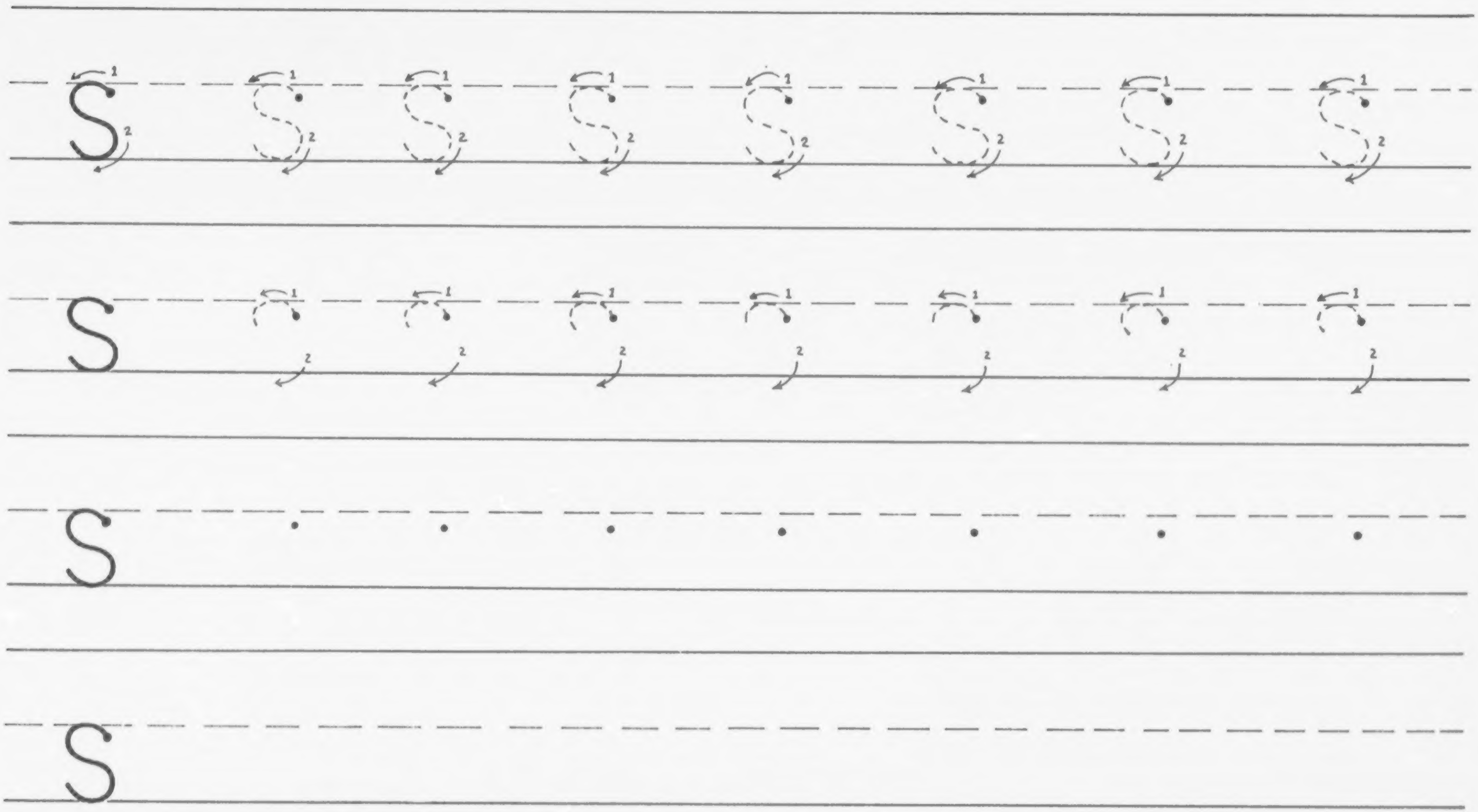

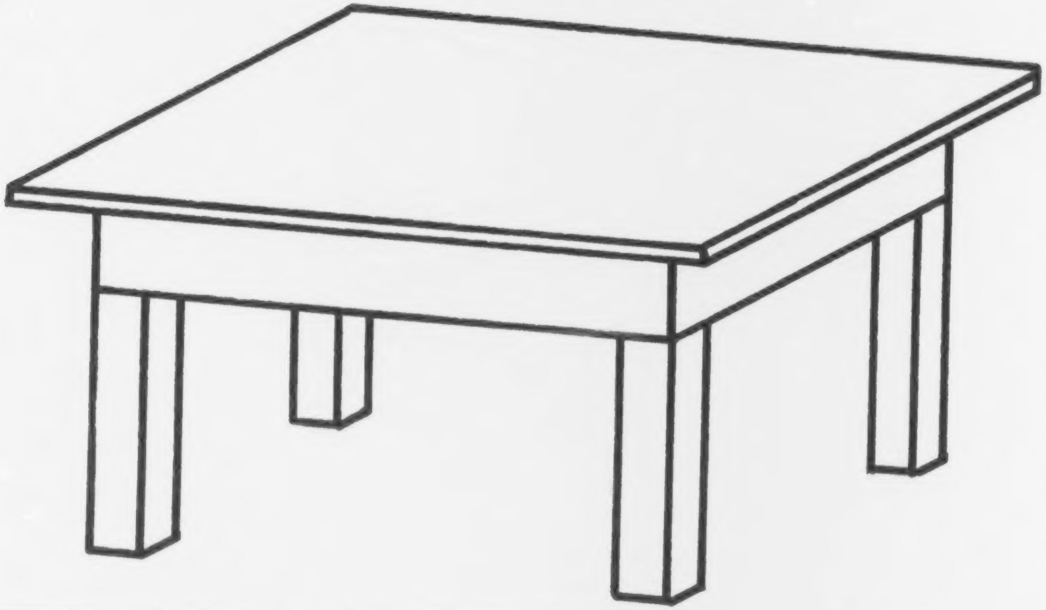

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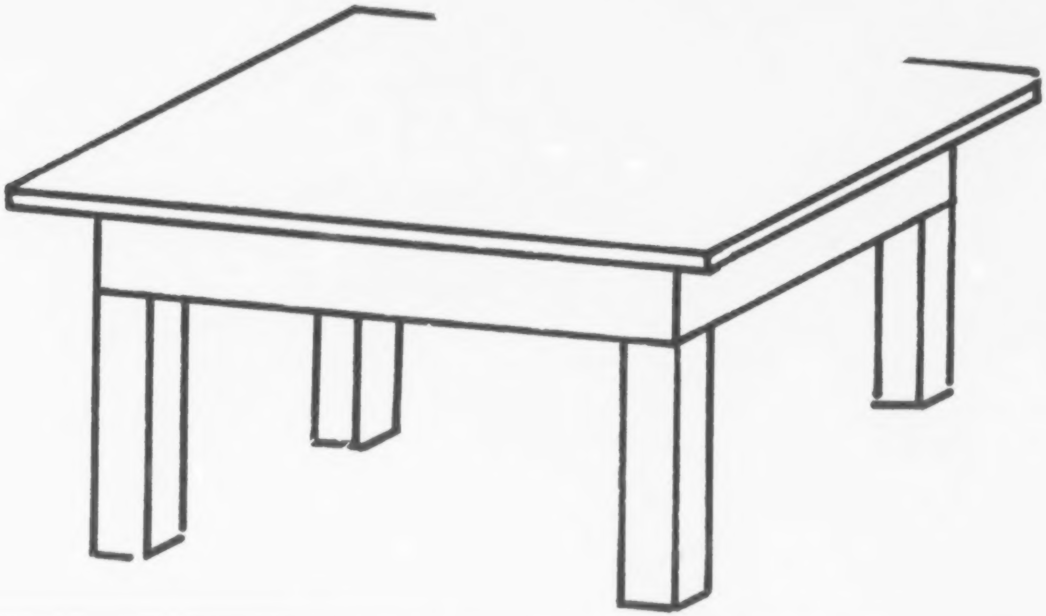
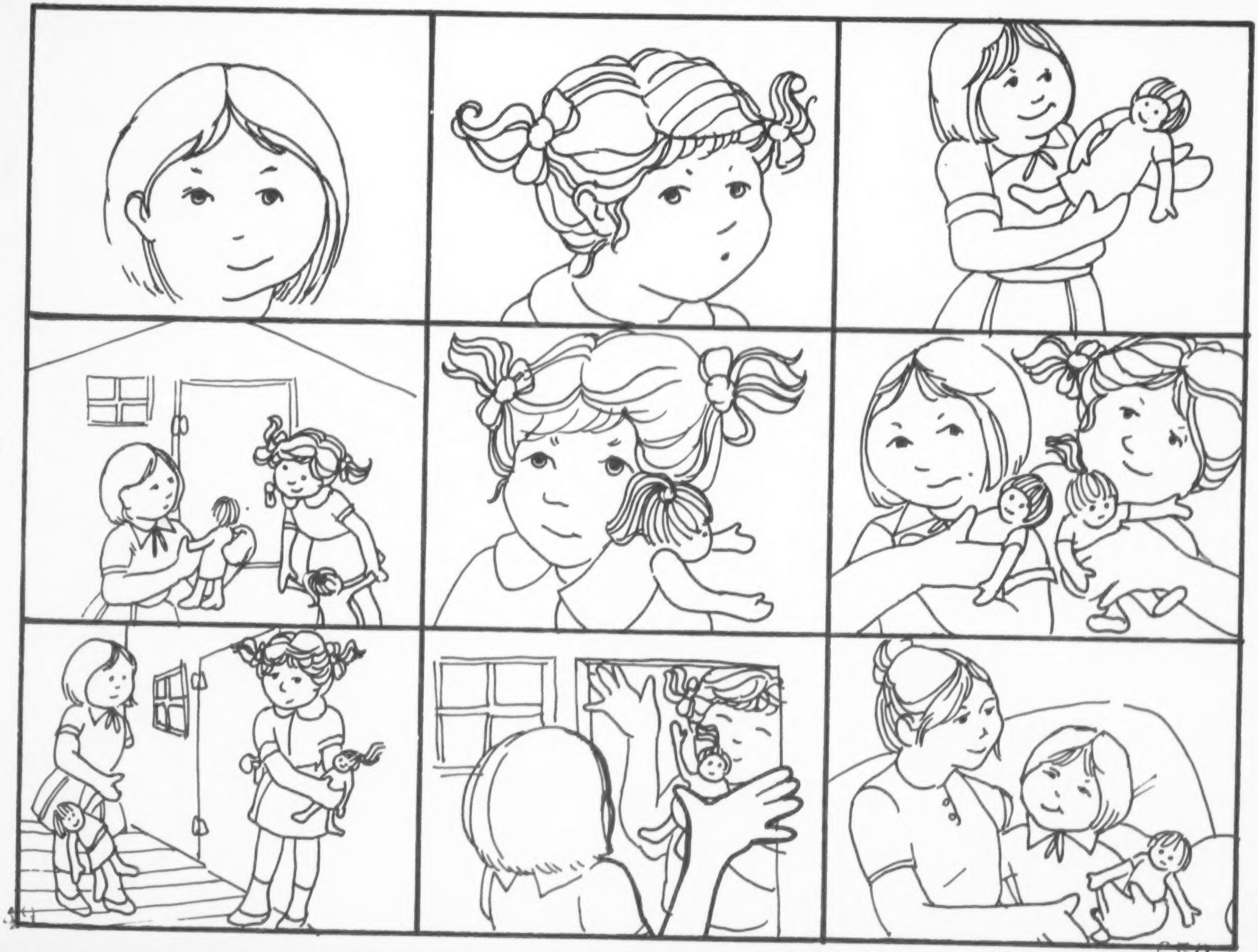


aso sa mesa

C47

C48



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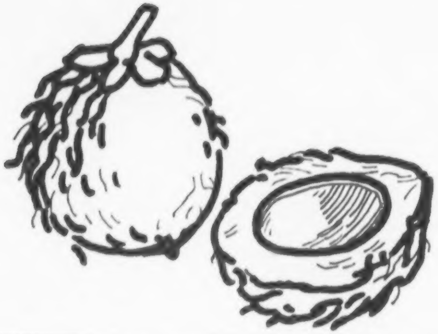

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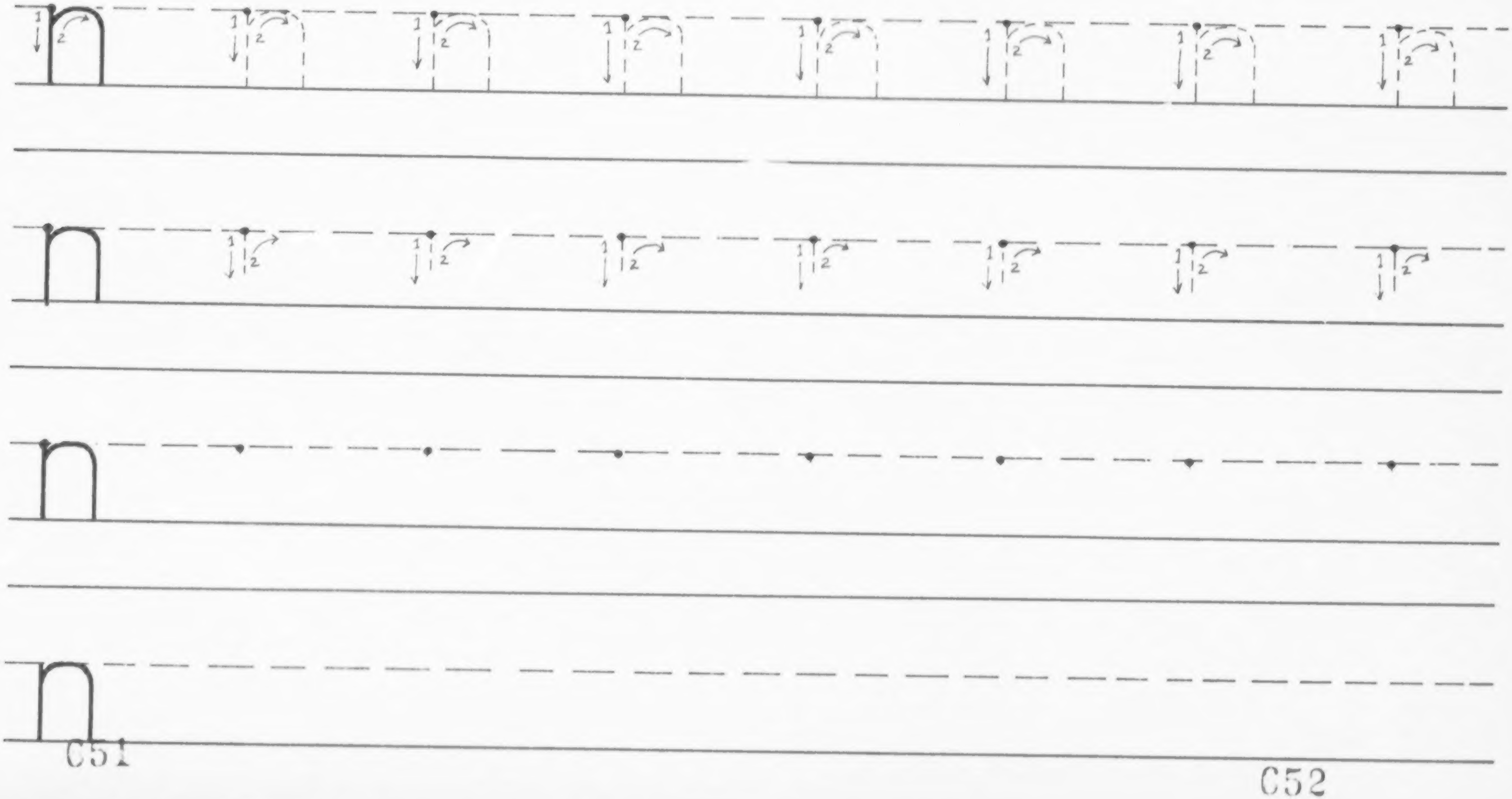

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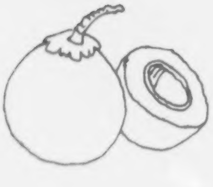

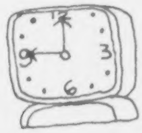

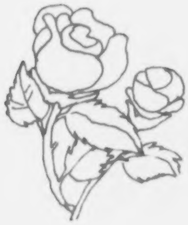

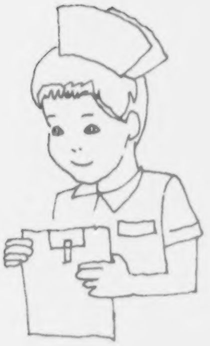

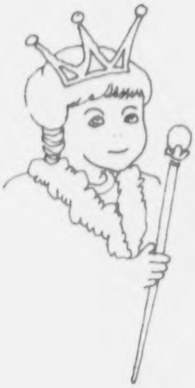

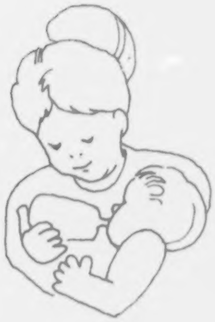

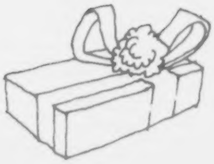

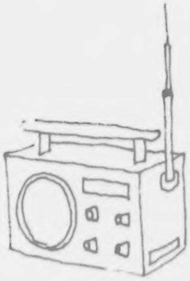

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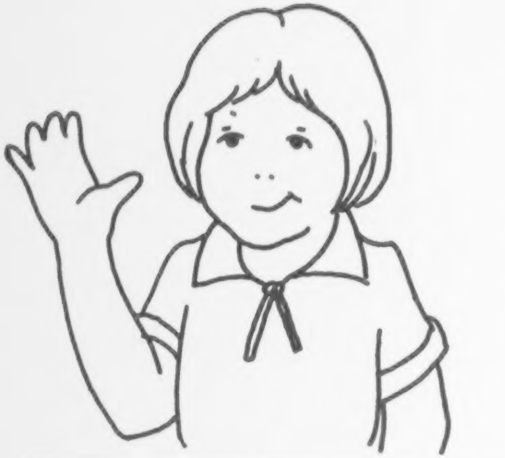

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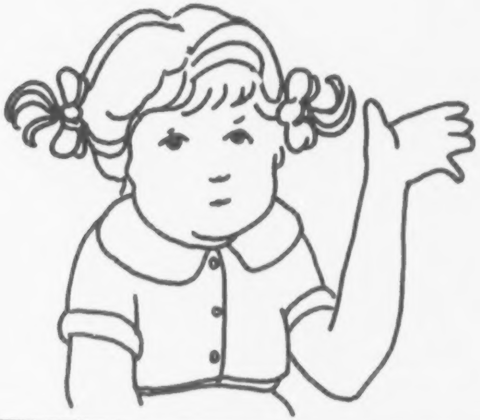

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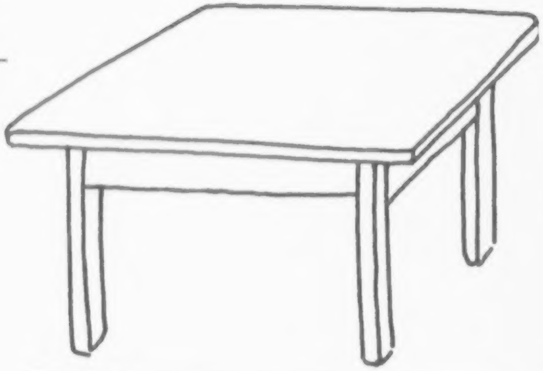

ang mesa

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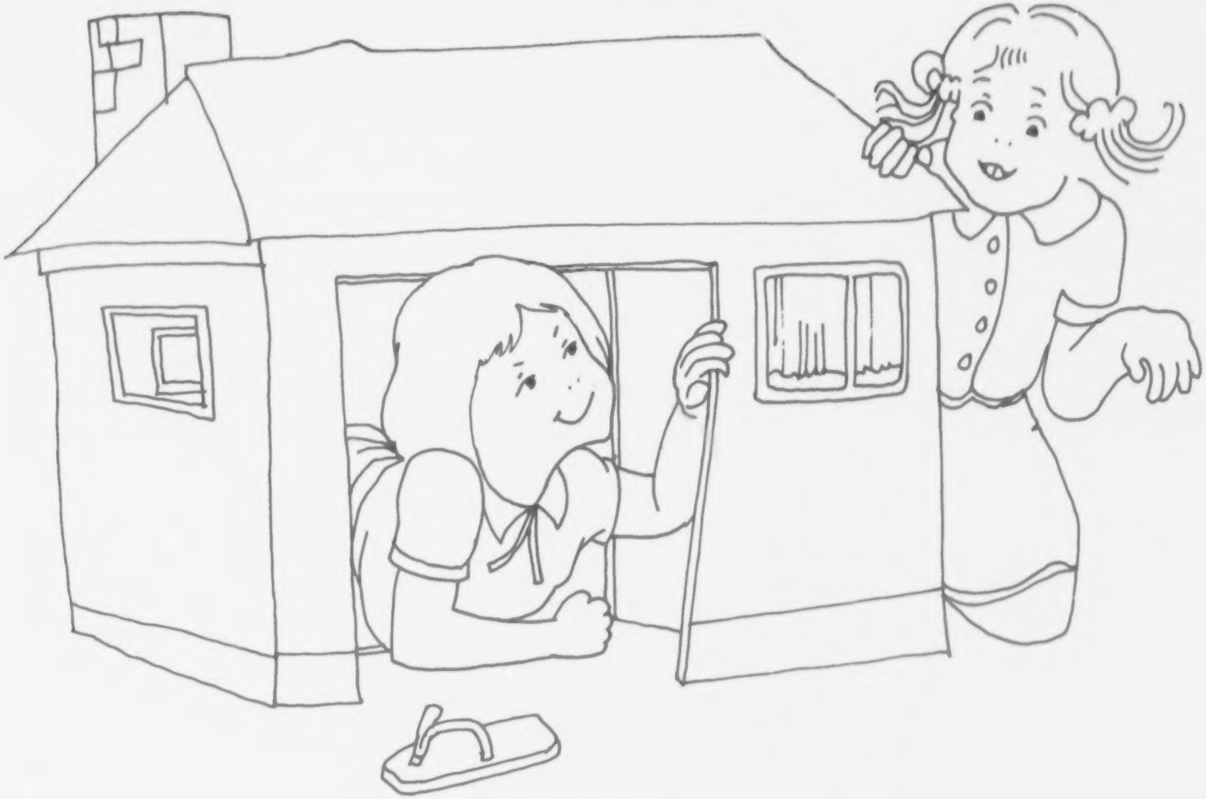
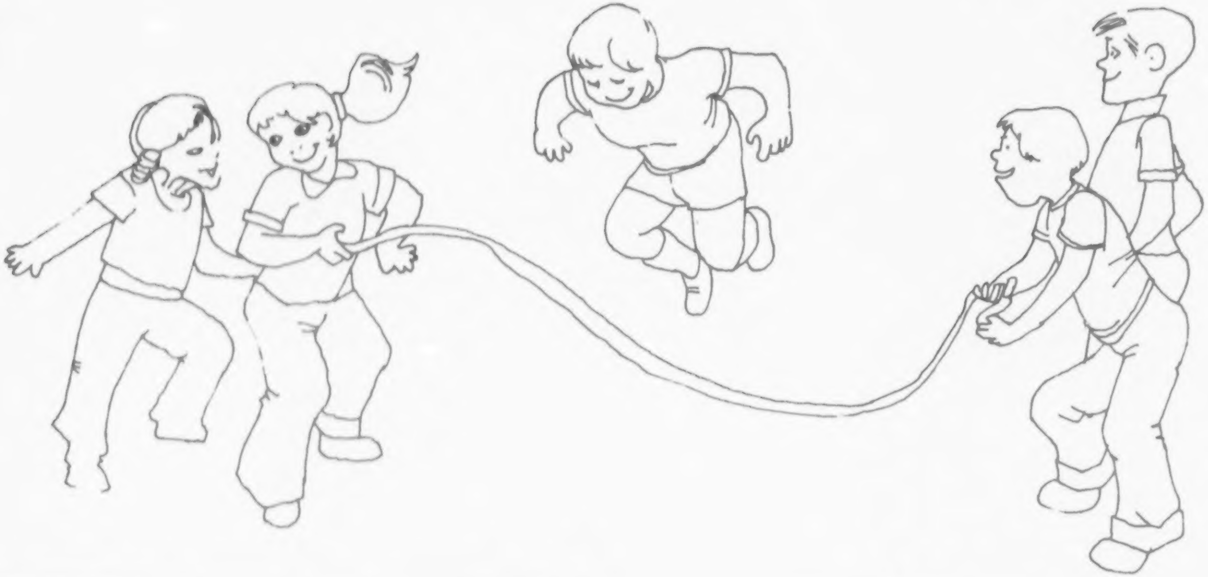
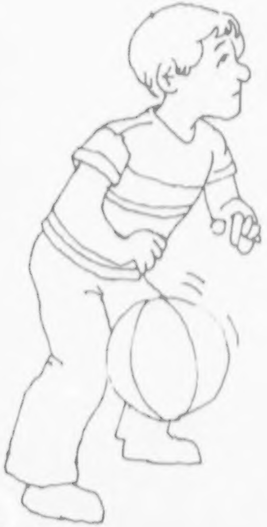
657



sa·an si nina

sa·an si rosa





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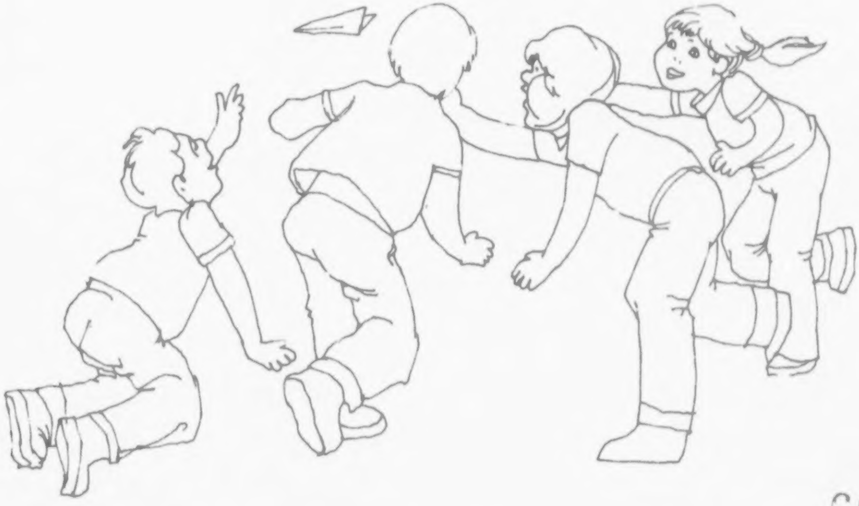

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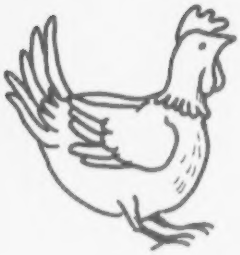
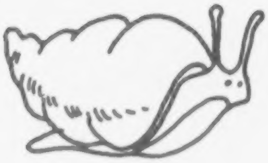
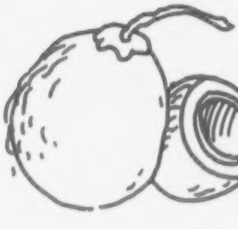
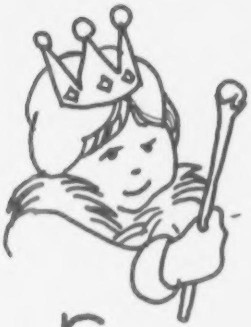

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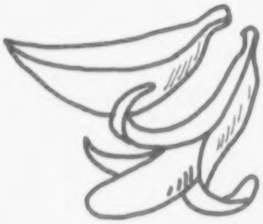
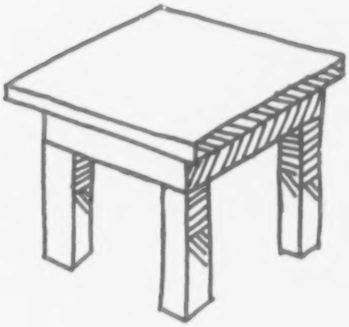
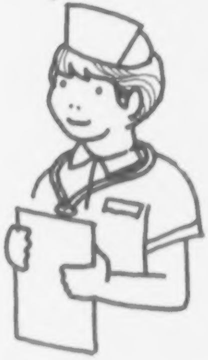

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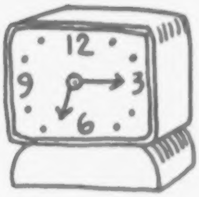
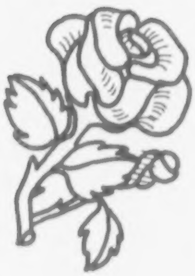
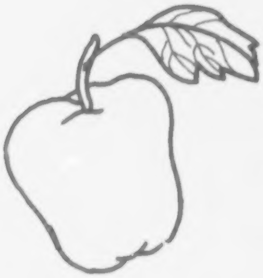
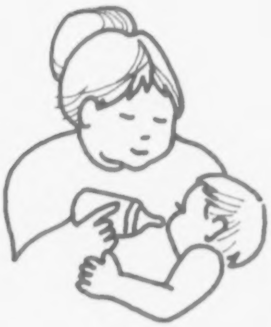
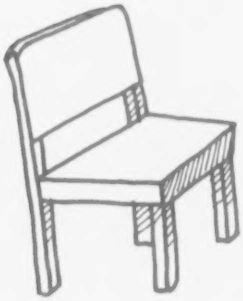
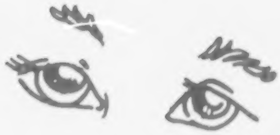




1. a o n i m

2. s i u m a

3. n o a r s

4. i u o a e

5. r s m n i

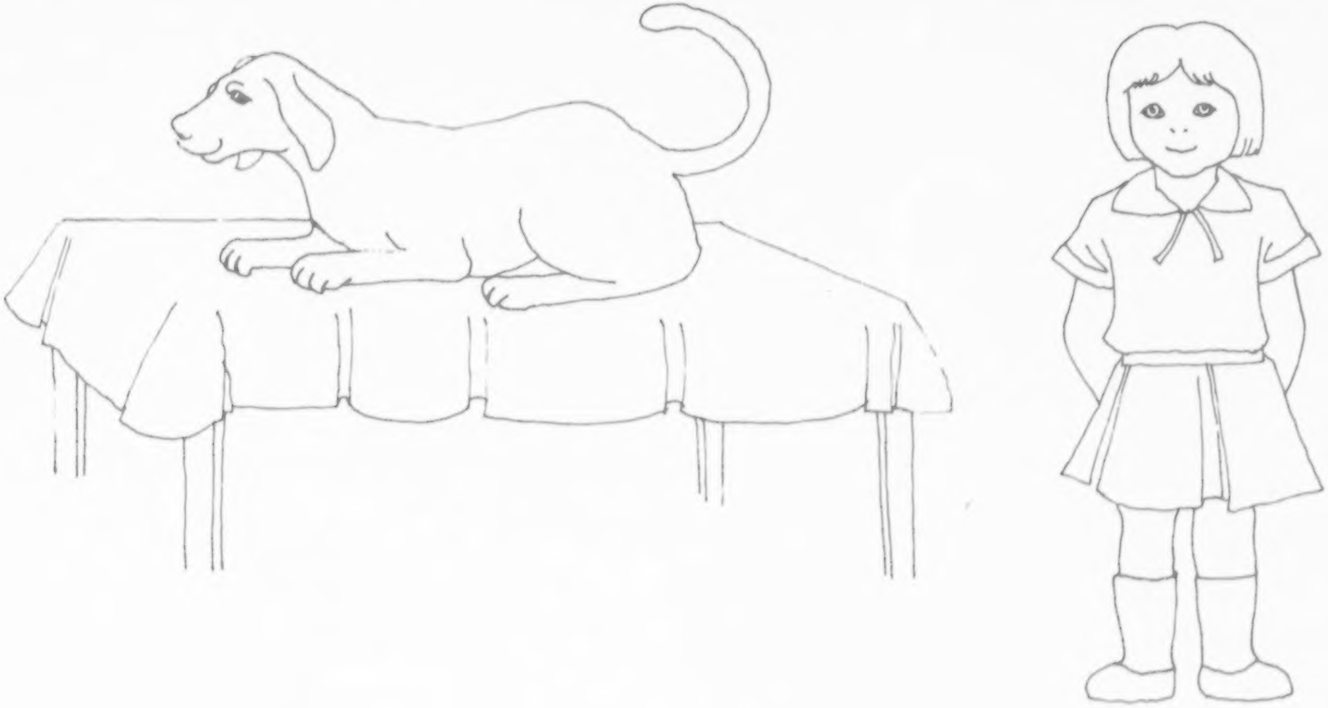
6. e u r a o

7. a o m r s

8. e n o a u

9. i s m n r

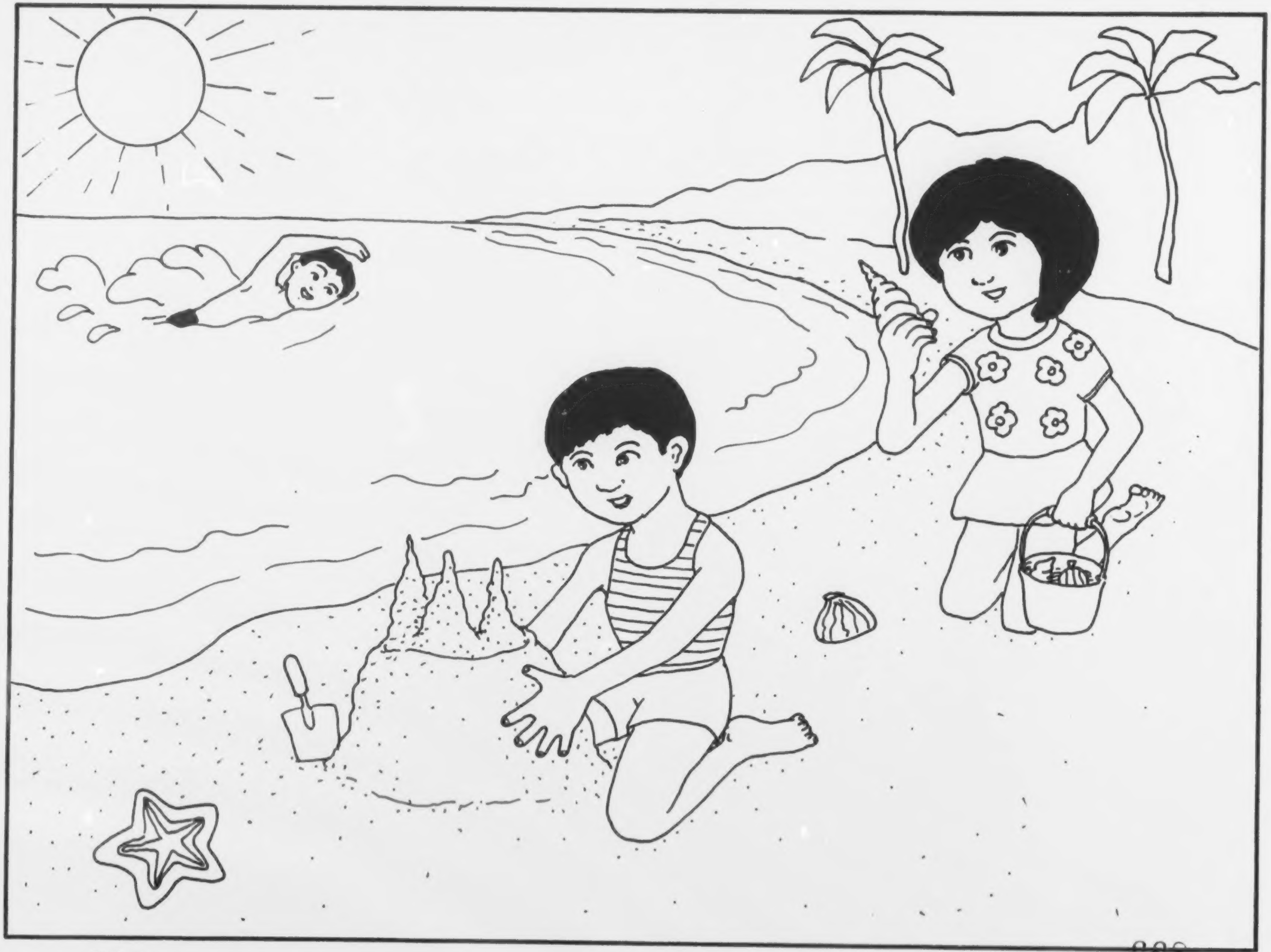
10. o i u s e



ang aso sa mesa.

ang aso ni nina.

1. mesa	sesa	mesa	misa	rosa
2. aso	oso	maso	aso	asi
3. nina	mina	nia	sina	nina
4. sa	ma	si	na	sa
5. ang	ang	ani	eng	ano
6. saan	ran	san	saan	naas
7. si	si	sa	ri	ni
8. mara	nara	sara	mara	ara
9. rosa	sora	nosa	rosa	rosi
10. ni	ri	na	mi	ni



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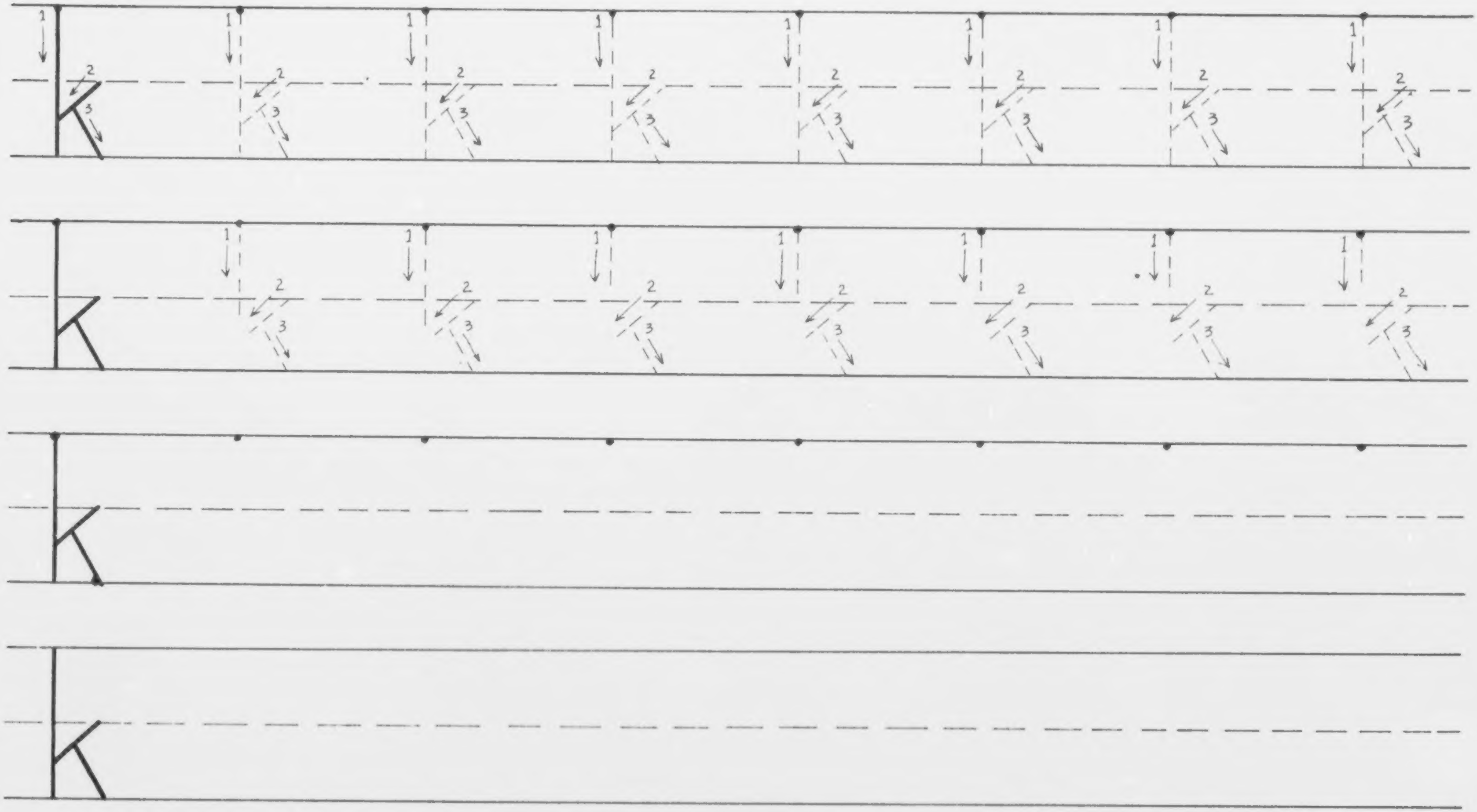
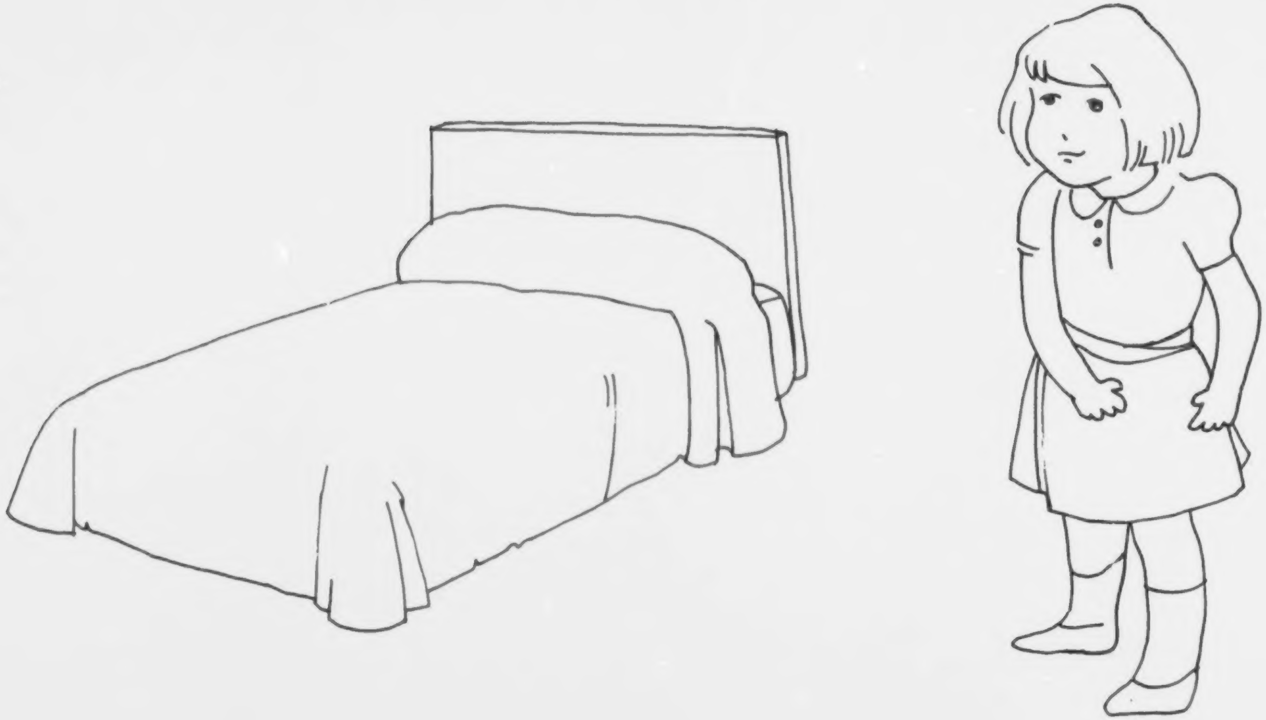
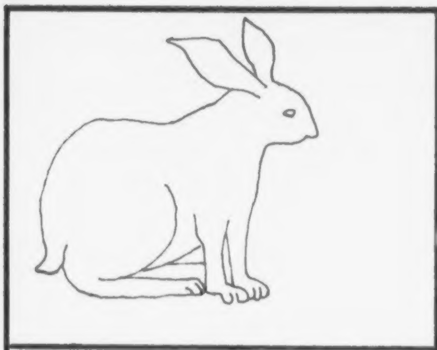
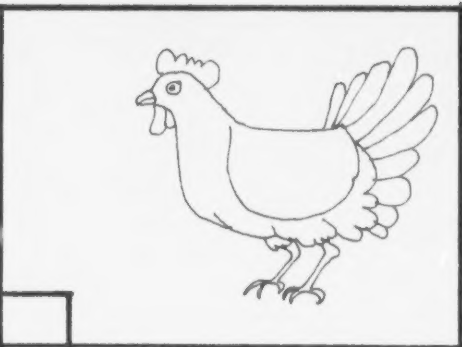
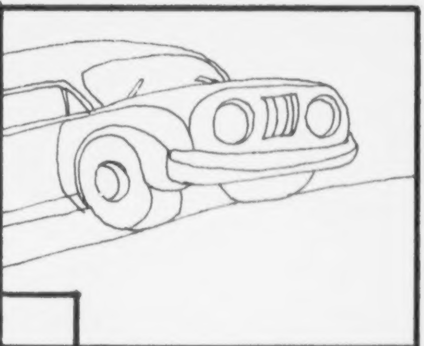
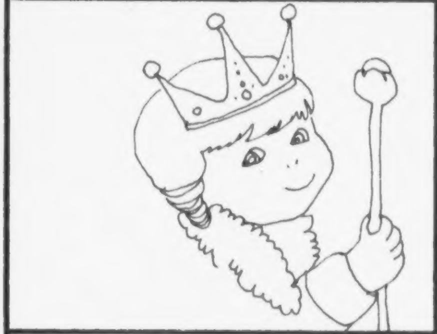
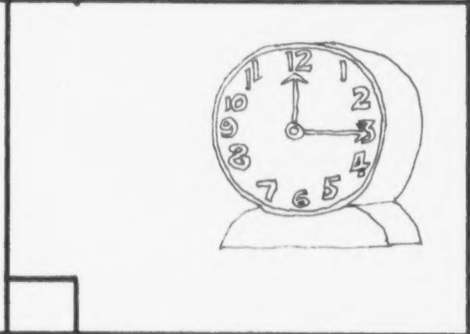
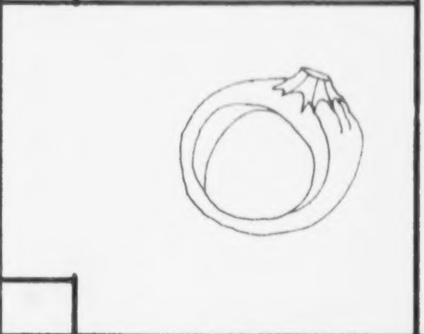
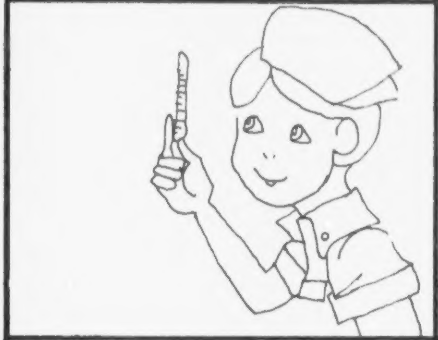
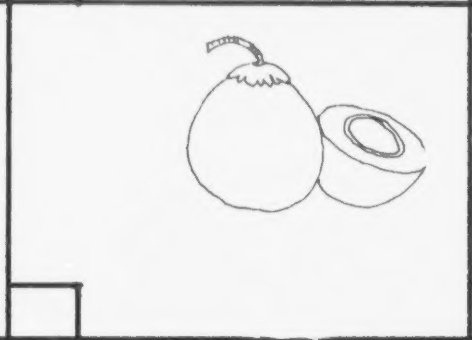
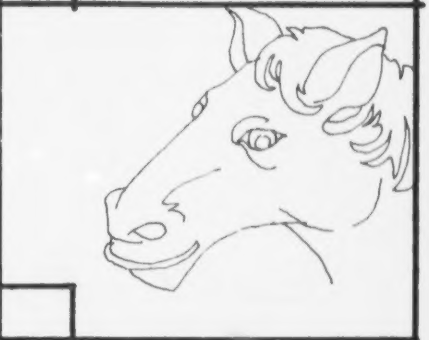
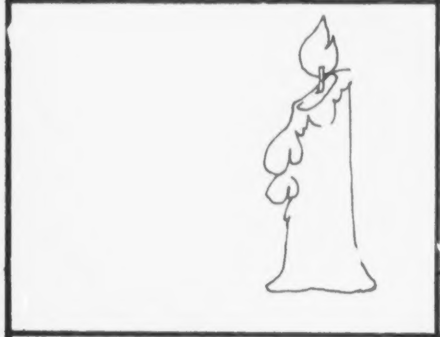
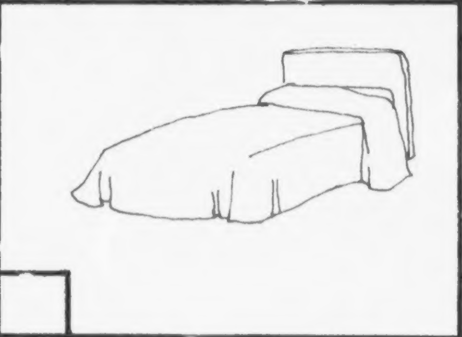
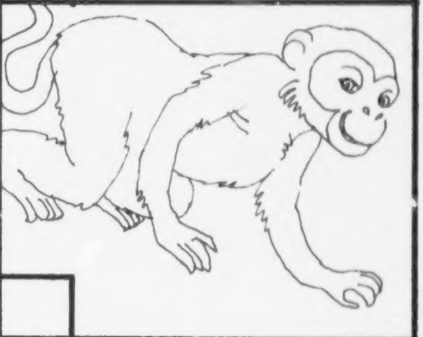
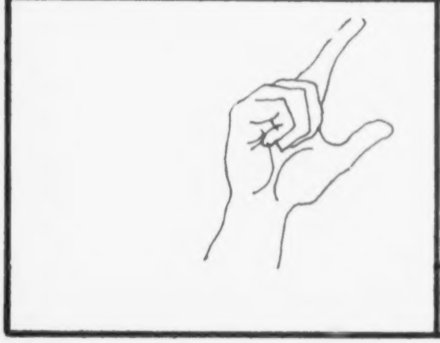
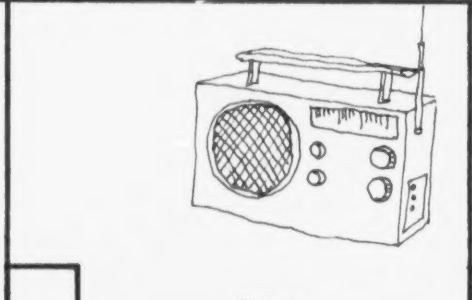
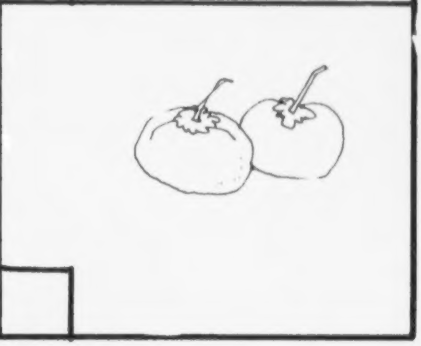




ang kama ni kim

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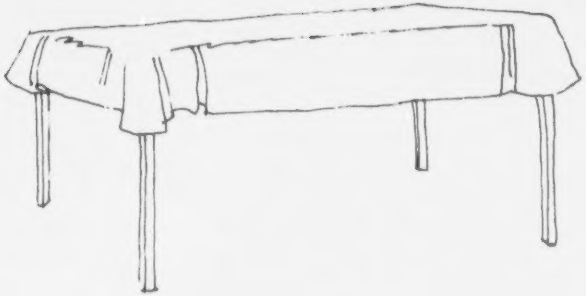
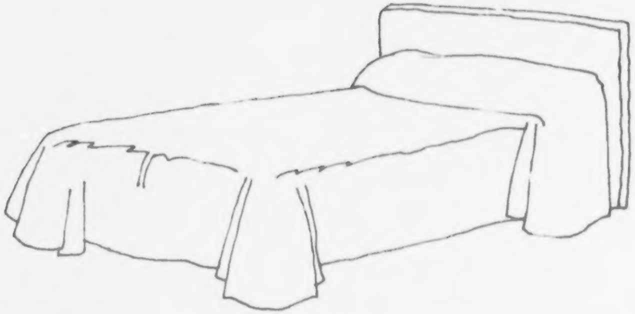
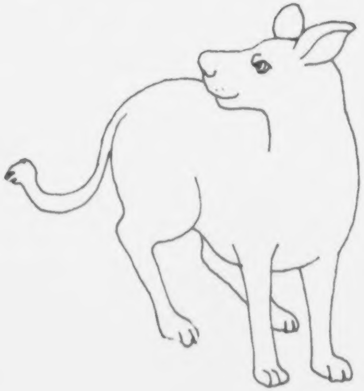


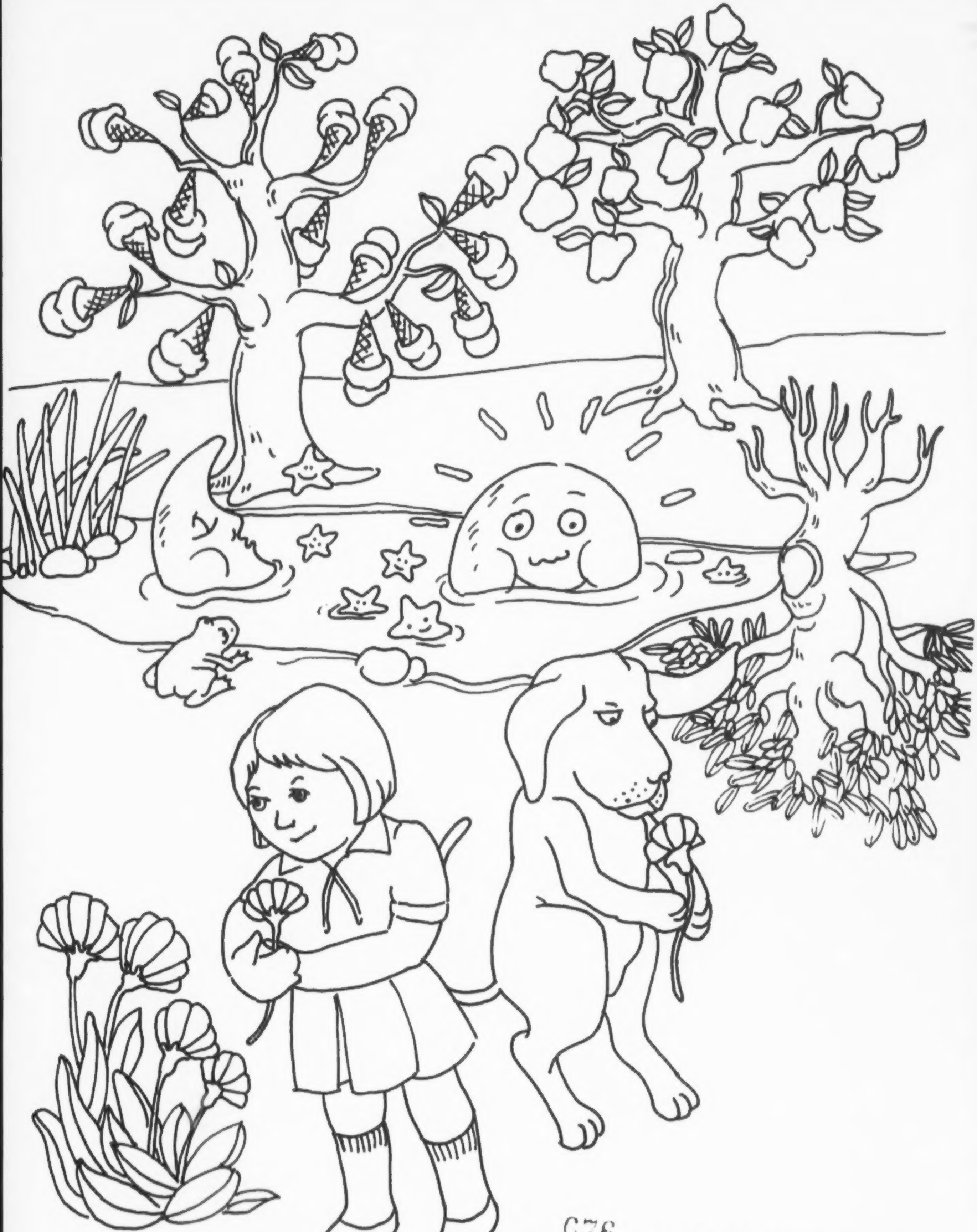




ang mesa ni nina

ang aso ni rosa

ang kama ni kim



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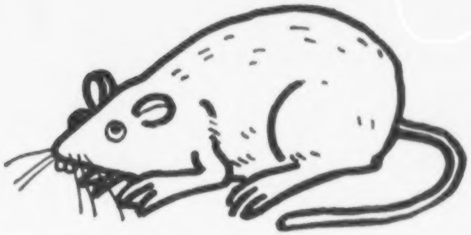

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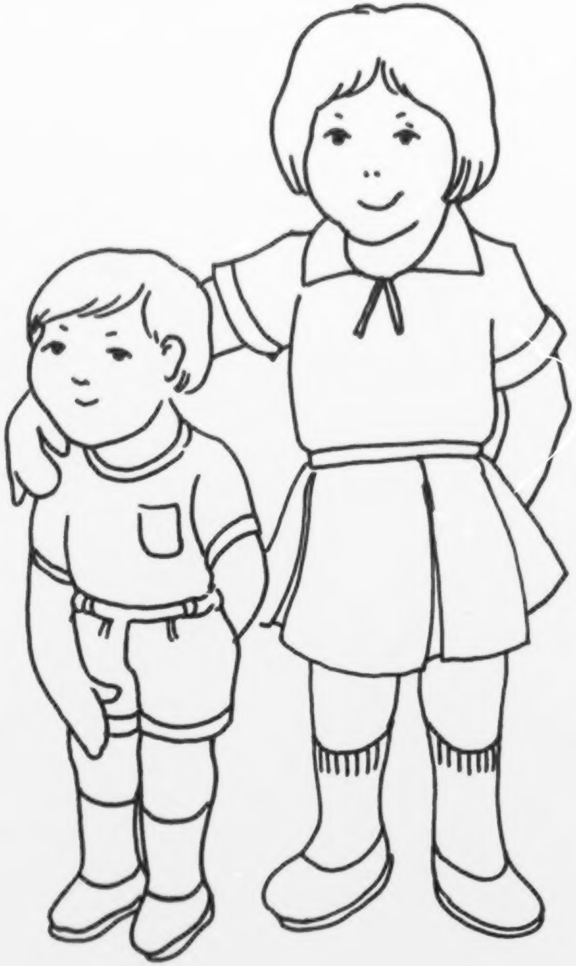
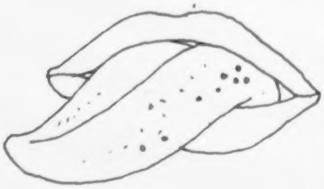
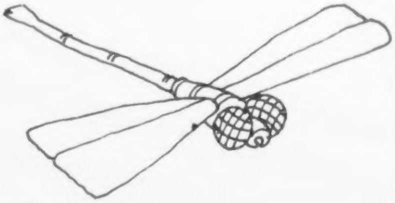
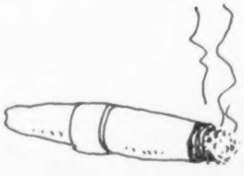
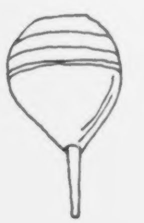


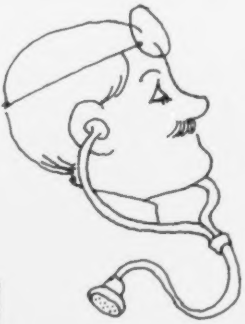
eto si tito at si nina

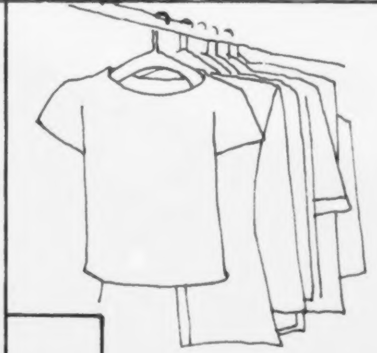


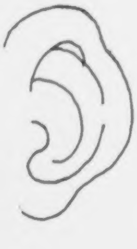


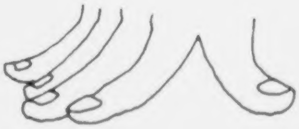


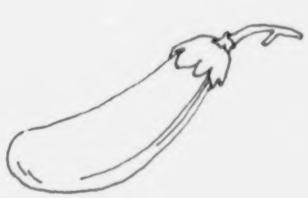


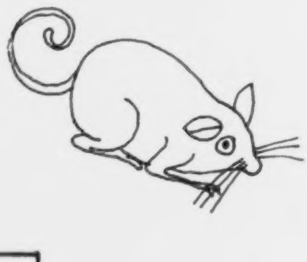


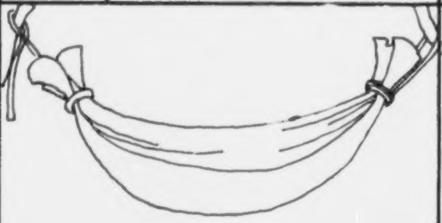


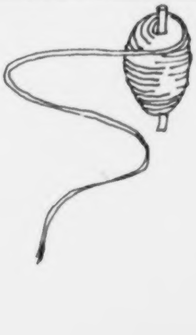


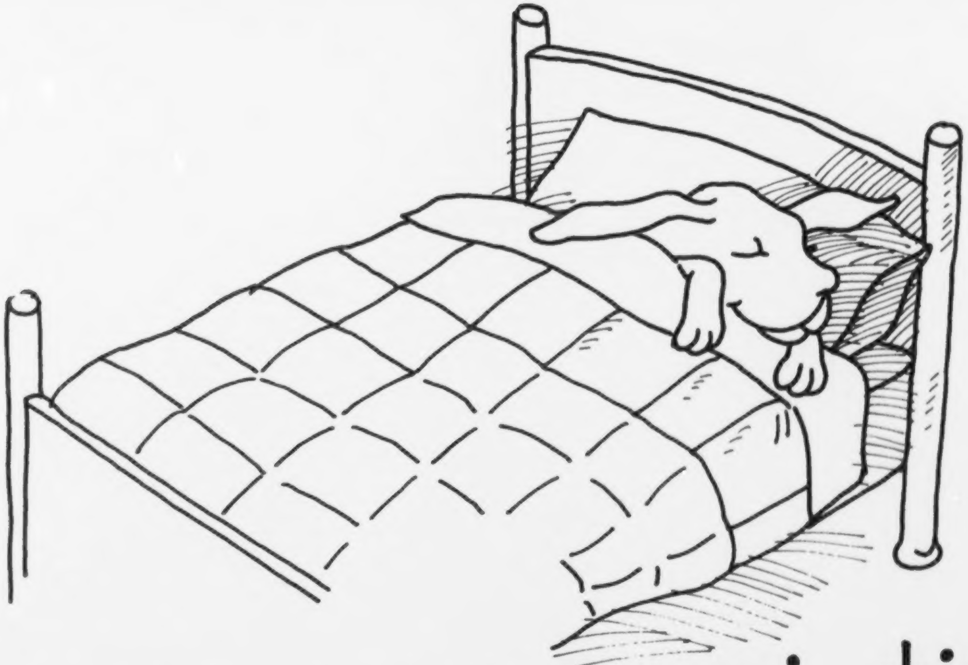












eto ang aso ni tito

at ni nina

dito sa kama ni kim

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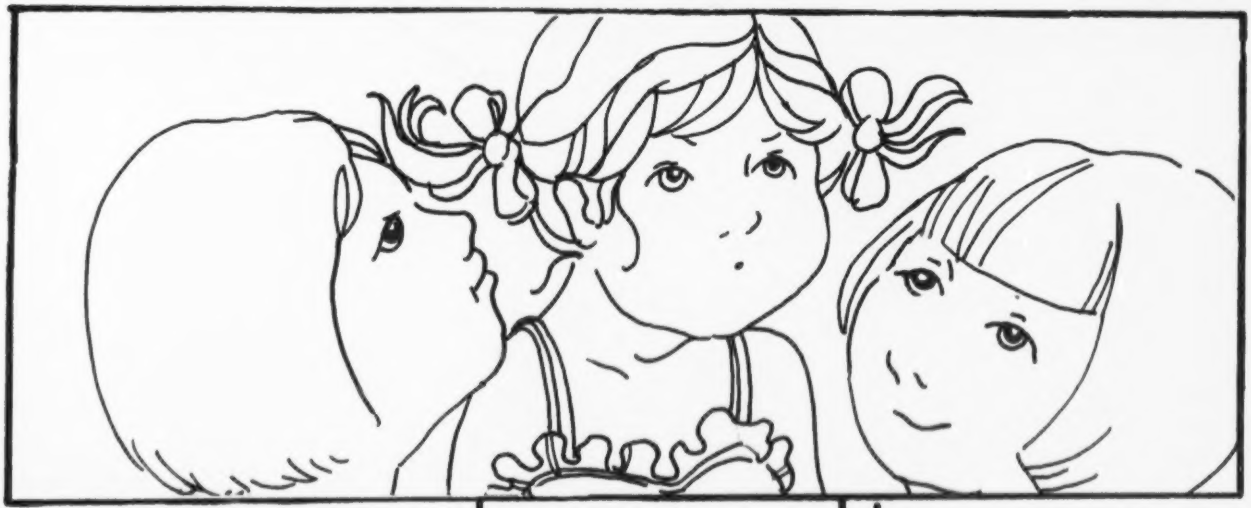

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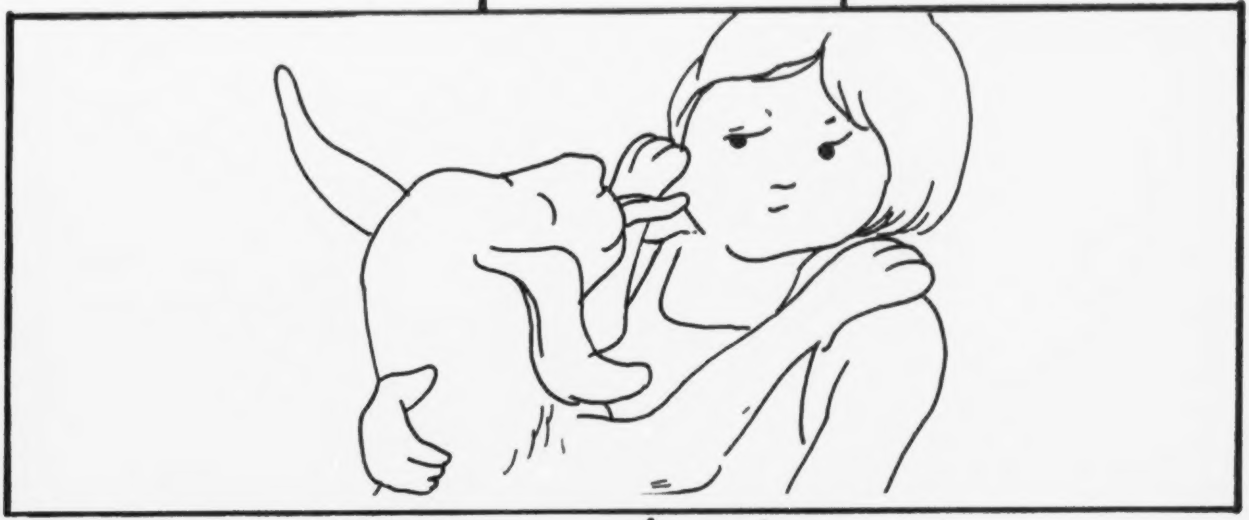

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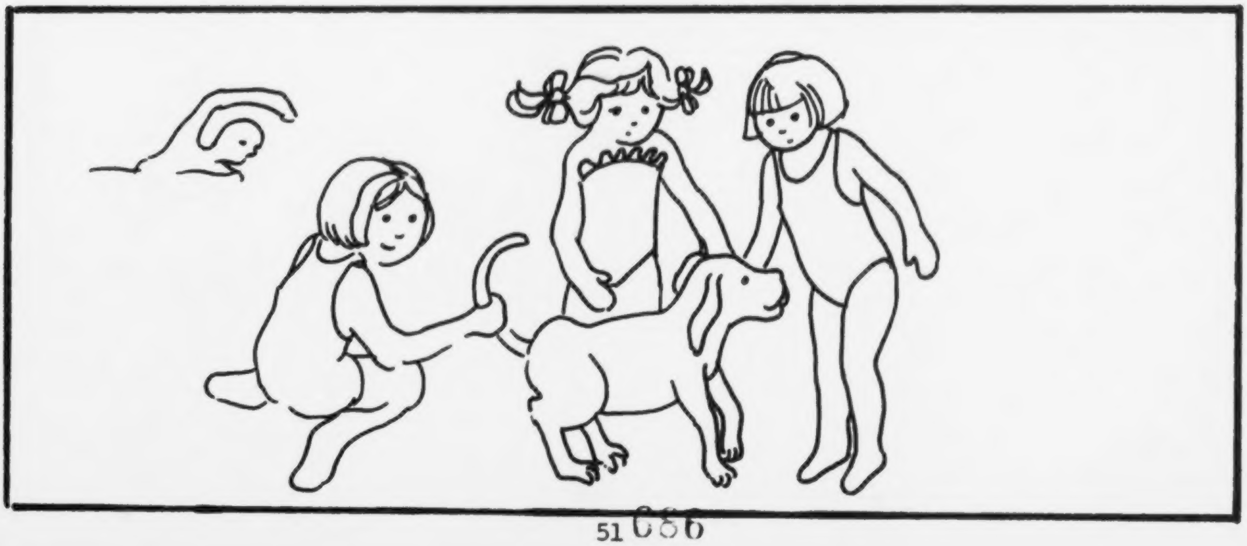
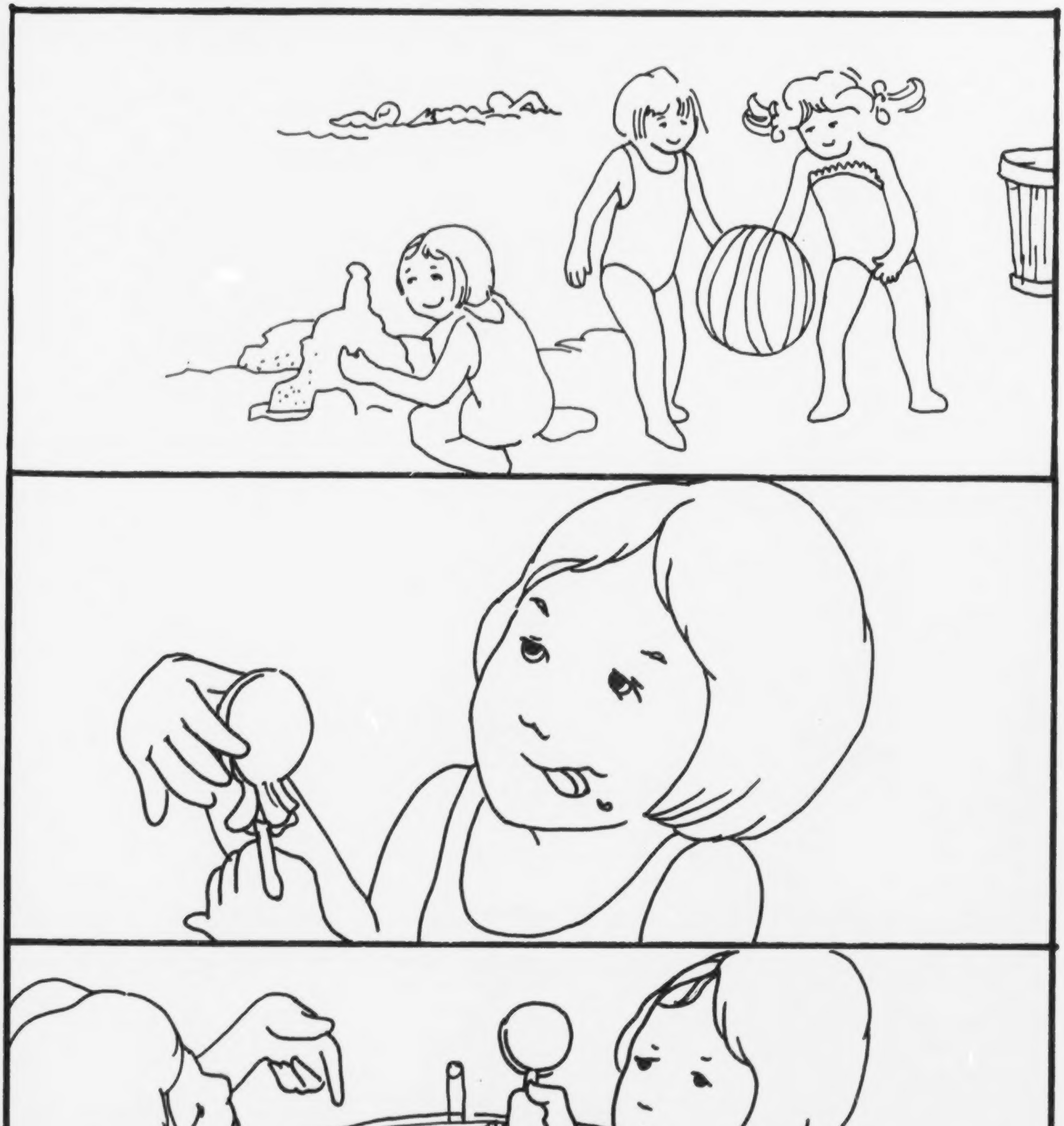
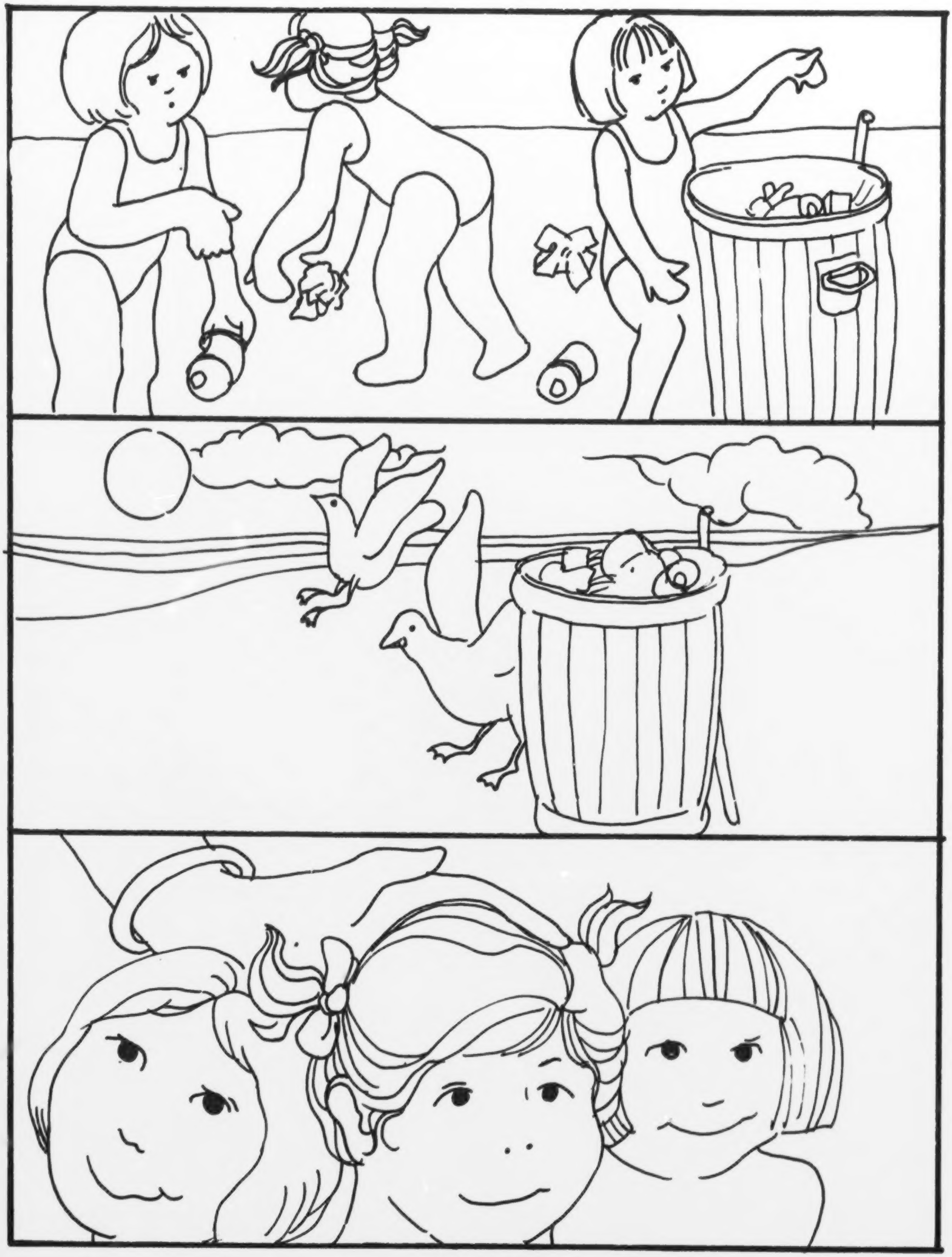
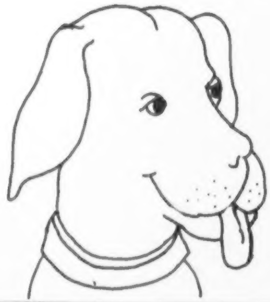
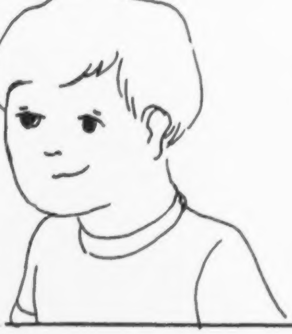
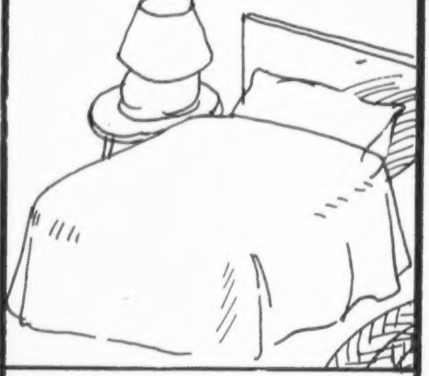


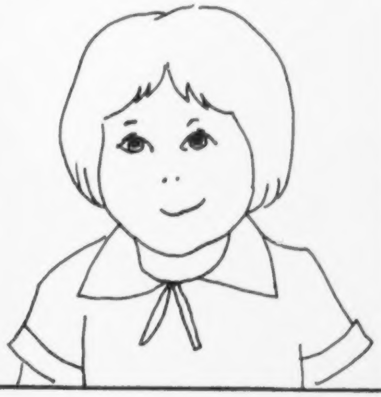


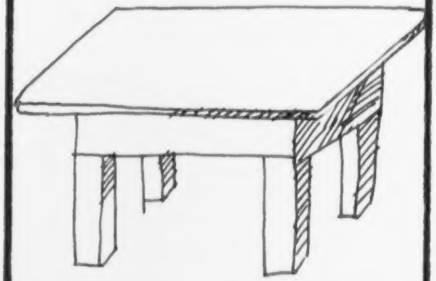


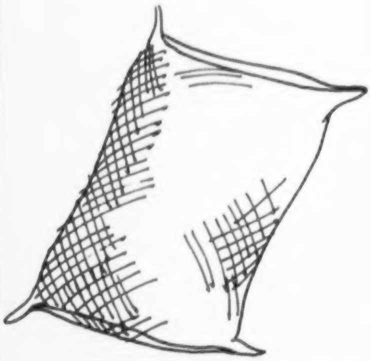












kama

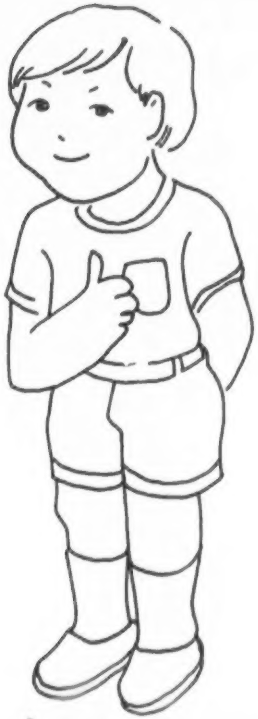
nina

tito

aso

sako

mesa



si tito ako

sino ka

si __________ ako